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ABSTRACT

This study examines the relationships between effective school-community relations, community support for schools, and student achievement in two communities of different socioeconomic makeup. The study was carried out in a rural area with low and middle income residents and in a suburban area with middle to upper income residents. A validated interview protocol was used to collect data from parents and school staff. Student data were measured through achievement test scores and academic grades for students in the fourth, fifth, and sixth grades. Results indicate that communication between home and school best accounted for satisfaction with school-community relations and for a sense of legitimacy at the rural school. Involvement of parents best accounted for satisfaction with school-community relations and for legitimacy at the suburban school. It was concluded that there was a clear difference between parents' involvement in activities and their participation in decision-making. Most of the issues that parents identified with resolution of conflict or problems were at the individual child-parent-teacher level. Alternative models to explain school-community relations were identified. Finally, the importance of conducting research at the local school site was indicated for the study of school-community relations and the politics of education. (Author/JM)

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Technical Report No. 525

Part 1 of 2 Parts

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS, COMMUNITY SUPPORT, AND STUDENT ACHIEVEMENT IN COMMUNITIES OF DIFFERENT SOCIO-ECONOMIC CHARACTER

by

Hillel I. Raskas

Report from the Project on
Studies of Administration and Organization for Instruction

B. Dean Bowles
Faculty Associate

Wisconsin Research and Development Center
for Individualized Schooling
The University of Wisconsin
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The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

WISCONSIN RESEARCH AND DEVELOPMENT
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DEDICATION

To My Friends

For a man is known by the friends he keeps

The advancement of knowledge and of the quality of life depends as much on the arts of finding and formulating problems as on the technical skills for solving the problems once they are found and formulated. And one might even argue that the ultimate values of a people reside more in the questions they put to life than in the transitory solutions to which they may be driven.

Jacob Getzels

The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill. To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science and in all activities.

Albert Einstein

The whole question of questions and not answers is very interesting. Suppose no one asked a question.
What would the answer be?

Gertrude Stein

6

TABLE OF CONTENTS

Page

DEDICATION . . . .

LIST OF TABLES . . . .

LIST OF FIGURES. . . . .

CHAPTER

I. BACKGROUND AND RELATED LITERATURE 1

Background of the Study. 2

School-Community Relations. 2
Student Achievement 4
Community Support 6
Accountability and School-Community Relations 7

Related Literature 11

School-Community Relations. 11

Communication. 13
Involvement. 17
Participation. 20
Resolution 24
Summary. 27

Home-School-Community Relations Project . . . 28

Underlying Principles of Home-School-Community Relations 28
Political Context of Home-School-Community Relations 30
Research on Home-School-Community Relations 36

School-Community Relations and Student Achievement. 43

Achievement Literature 44
Achievement Research 45

7

CHAPTER Page

Significance of the Study 51

  Significance for Research. 51
  Significance for Practice. 53

Organization of the Study 54

II. DESIGN AND METHODOLOGY 56

Design. 56

  Conceptual Framework 56

    Programmatic Elements 57
    Processes 60
    Goals 86
    Summary of Conceptual Framework 96

  Research Questions 97

Methodology 99

  Instrumentation. 102

    Case Study Interview Protocol 102
    Parent Interview Protocol 104
    Critical Incident Questionnaire 108

  Site Selection 109

    ITBS Information. 110
    Selection Criteria. 110
    Site Visits 111

  Population and Sample. 112

    Population Selection. 113
    Sample Selection. 113

  Data Collection. 114

    Case Study Data 114
    Parent Interview Data 116
    Achievement Data. 117

CHAPTER Page

Data Analysis 118

Field Data 118
Statistical Data 119

Limitations of the Study 123

III. RURAL AND SUBURBAN ELEMENTARY SCHOOLS: TWO CASE STUDIES 125

Rural Village. 125

The Community of Rural Village. 125
Rural Elementary School 129

School-Community Relations Program . . . 132
Programmatic Activities. 133
Nonprogrammatic Activities 140
Use of School-Community Relations Variables 143

Implications for the Study. 146

Suburban Homes 148

The Community of Suburban Homes 148
Suburban Elementary School. 153

School-Community Relations Program . . . 156
Programmatic Activities. 157
Nonprogrammatic Activities 163
Use of School-Community Relations Variables 166

Implications for the Study. 169

Chapter Summary. 171

IV. FINDINGS I: RESEARCH QUESTIONS ANSWERED. 172

Research Questions 172

Interpretation of the Tables. 173

Correlation Tables 173
Regression Tables. 173

CHAPTER Page

Research Question One 174

Rural School 174
Suburban School. 176
Rural and Suburban Schools 176
Summary for Research Question One. . . . 179

Research Question Two 180

Rural School 180
Suburban School. 180
Rural and Suburban Schools 183
Summary for Research Question Two. . . . 183

Research Question Three 183

Rural School 185
Suburban School. 185
Rural and Suburban Schools 188
Summary for Research Question Three. . . 188

Research Question Four. 190

Rural School 190
Suburban School. 201
Rural and Suburban Schools 210
Summary for Research Question Four . . . 220

Research Question Five. 220
Research Question Six 221

Rural School 221
Suburban School. 226
Rural and Suburban Schools 226
Summary for Research Question Six. . . . 229

Research Question Seven 229
Research Question Eight 231
Research Question Nine. 231

Rural School 231
Suburban School. 236
Rural and Suburban Schools 236
Summary for Research Question Nine . . . 239

CHAPTER Page

Research Question Ten 239
Research Question Eleven. 241
Research Question Twelve. 241
Summary of Research Questions One to Twelve . 246

Introduction of Findings From Big City 248

Research Question One 248
Research Question Two 249
Research Question Three 249
Research Question Four. 249
Research Question Five. 249
Research Question Six to Twelve 250

Chapter Summary. 250

V. FINDINGS II: PATH ANALYSIS 256

Discussion of Path Analysis. 256
Research Questions 263

Research Question Two 265

Rural School 265
Suburban School. 267
Rural and Suburban Schools 269
Summary for Research Question Two. . . . 271

Research Question Three 271

Rural School 275
Suburban School. 277
Rural and Suburban Schools 280
Summary for Research Question Three. . . 282

Research Question Four. 282

Rural School 283
Suburban School. 299
Rural and Suburban Schools 299
Summary for Research Question Four . . . 305

Research Question Six 306

Rural School 310
Suburban School. 313
Rural and Suburban Schools 317

CHAPTER Page

Summary for Research Question Six . . . 319

Research Question Nine 320

Rural School. 320
Suburban School 322
Rural and Suburban Schools. 329
Summary for Research Question Nine. . . 333

Summary of Research Questions. 333

Introduction of Findings From Big City. 334

Research Question Three. 335
Research Question Four 335

Chapter Summary 336

VI. CONCLUSIONS AND IMPLICATIONS 341

Conceptual Refinement 343

Processes. 344

Access. 344
Communication 345
Involvement 345
Resolution. 346
Participation 352

Goals. 353

Support 353
Legitimacy. 354
Achievement 354
Effective School-Community Relations. . 355
Policy Outcomes 355
Child Growth and Development. 356

Theoretical Conclusions 356

School-Community Relations 357

Relationships Among the Five Variables. 357

12

CHAPTER Page

Relationship Between the Four Variables and Access 358
Relationship Between the Five Variables and Effective School-Community Relations. 359

Community Support for Schools. 361
School-Community Relations and Achievement . . 361

Relationship Between the Five Variables and Achievement. 362
Relationship Between Effective School-Community Relations and Achievement. 362

Achievement and Community Support. 363
School-Community Relations and Community Support 364

School-Community Relations and Legitimacy 364
School-Community Relations and Support. . 365

Model and Paradigm Development. 367

Existing Model 368
Proposed Model 368

Program 371
Primary Processes 371
Secondary Processes 371
Institutional Goals 372
Student Goals 372

Alternative Models and Paradigms 373

Support 379
Legitimacy. 379
Effective School-Community Relations. . . 379
Policy Outcomes 379
Student Achievement 380

Suggestions for Further Research. 380

Wisconsin Home-School-Community Relations Project 381
Studies in School-Community Relations. 383

13

CHAPTER Page

Traditional Patterns 384
Student Achievement. 385
Community Support. 386
Politics of Education. 387

Implications for Practice. 388

Research Sites. 388

Rural School 389
Suburban School. 392

School-Community Relations. 395

Local School Building Site 396
School District Level. 397
Training of Administrators and Teachers. 398

Concluding Comments. 400

BIBLIOGRAPHY 403

APPENDICES

A CASE STUDY INTERVIEW PROTOCOL. 420

B PARENT INTERVIEW PROTOCOL: HOME-SCHOOL-COMMUNITY RELATIONS. 430

C MODIFIED LIKERT SCALE. 446

D LETTER TO REVIEWERS OF THE CONCEPTS LEGITIMACY AND SUPPORT. 449

E SUMMARY OF THE STUDY 451

F CONTENT VALIDITY QUESTIONNAIRE FOR LEGITIMACY AND SUPPORT. 453

G RATINGS FOR LEGITIMACY AND SUPPORT 460

H SUMMARY COMMENTS ON LEGITIMACY AND SUPPORT 462

I CRITICAL INCIDENT QUESTIONNAIRE. 470

J STUDENT DATA RECORD FORM 472

14

APPENDICES Page

K QUESTIONS FOR ORIENTATION VISIT. 475

L LETTER TO PARENTS. 479

M THANK-YOU LETTER 482

N NOTIFICATION OF NO INTERVIEW 484

O GLOBAL DATA. 486

P RESOLUTION TABLES. 535

Q T-TEST DATA FOR DIFFERENCES BETWEEN SCHOOLS. 538

R AGGREGATED DATA FOR SCHOOLS COMBINED 542

LIST OF TABLES

TABLE Page

4-1 Correlations Among the Variables of School-Community Relations (Personal) Rural School 175

4-2 Correlations Among the Variables of School-Community Relations (Personal) Suburban School. 177

4-3 Correlations Among the Variables of School-Community Relations (Personal) Rural and Suburban Schools. 178

4-4 Multiple Step-Wise Regression Analysis Dependent Variable - Access (Personal) Rural School. 181

4-5 Multiple Step-Wise Regression Analysis Dependent Variable - Access (Personal) Suburban School 182

4-6 Multiple Step-Wise Regression Analysis Dependent Variable - Access (Personal) Rural and Suburban Schools. 184

4-7 Multiple Step-Wise Regression Analysis Dependent Variable - School-Community Relations (Personal) Rural School 186

4-8 Multiple Step-Wise Regression Analysis Dependent Variable - School-Community Relations (Personal) Suburban School 187

4-9 Multiple Step-Wise Regression Analysis Dependent Variable - School-Community Relations (Personal) Rural and Suburban Schools. 189

4-10 Multiple Step-Wise Regression Analysis Dependent Variable - Reading Grades (Personal) Rural School. 192

4-11 Multiple Step-Wise Regression Analysis Dependent Variable - Mathematics Grades (Personal) Rural School. 193

4-12 Multiple Step-Wise Regression Analysis Dependent Variable - Language Grades (Personal) Rural School. 194

16

TABLE Continued Page

4-13 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Reading Scores (Personal)
Rural School 196

4-14 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Mathematics Scores (Personal)
Rural School 197

4-15 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Language Scores (Personal)
Rural School 198

4-16 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Cumulative Scores (Personal)
Rural School 200

4-17 Multiple Step-Wise Regression Analysis
Dependent Variable - Reading Grades (Personal)
Suburban School. 202

4-18 Multiple Step-Wise Regression Analysis
Dependent Variable - Mathematics Grades (Personal)
Suburban School. 203

4-19 Multiple Step-Wise Regression Analysis
Dependent Variable - Language Grades (Personal)
Suburban School. 204

4-20 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Reading Scores (Personal)
Suburban School. 206

4-21 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Mathematics Scores (Personal)
Suburban School. 207

4-22 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Language Scores (Personal)
Suburban School. 208

4-23 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Cumulative Scores (Personal)
Suburban School. 209

4-24 Multiple Step-Wise Regression Analysis
Dependent Variable - Reading Grades (Personal)
Rural and Suburban Schools 211

TABLE Continued Page

4-25 Multiple Step-Wise Regression Analysis
Dependent Variable - Mathematics Grades (Personal)
Rural and Suburban Schools 212

4-26 Multiple Step-Wise Regression Analysis
Dependent Variable - Language Grades (Personal)
Rural and Suburban Schools 214

4-27 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Reading Scores (Personal)
Rural and Suburban Schools 215

4-28 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Mathematics Scores (Personal)
Rural and Suburban Schools 216

4-29 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Language Scores (Personal)
Rural and Suburban Schools 218

4-30 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Cumulative Scores (Personal)
Rural and Suburban Schools 219

4-31 Correlations Between School-Community Relations and
Different Measures of Student Achievement (Personal)
Rural School 222

4-32 Correlations Between School-Community Relations and
Different Measures of Student Achievement (Personal)
Suburban School. 223

4-33 Correlations Between School-Community Relations and
Different Measures of Student Achievement (Personal)
Rural and Suburban Schools 224

4-34 Multiple Step-Wise Regression Analysis
Dependent Variable - Legitimacy (Personal)
Rural School 225

4-35 Multiple Step-Wise Regression Analysis
Dependent Variable - Legitimacy (Personal)
Suburban School. 227

4-36 Multiple Step-Wise Regression Analysis
Dependent Variable - Legitimacy (Personal)
Rural and Suburban Schools 228

TABLE Continued Page

4-37 Correlations Between Legitimacy and School-Community Relations (Personal) 230

4-38 Correlations Between Legitimacy and Different Measures of Student Achievement (Personal) Rural School 232

4-39 Correlations Between Legitimacy and Different Measures of Student Achievement (Personal) Suburban School. 233

4-40 Correlations Between Legitimacy and Different Measures of Student Achievement (Personal) Rural and Suburban Schools 234

4-41 Multiple Step-Wise Regression Analysis Dependent Variable - Support (Personal) Rural School 235

4-42 Multiple Step-Wise Regression Analysis Dependent Variable - Support (Personal) Suburban School. 237

4-43 Multiple Step-Wise Regression Analysis Dependent Variable - Support (Personal) Rural and Suburban Schools 238

4-44 Correlations Between Support and School-Community Relations (Personal) 240

4-45 Correlations Between Support and Different Measures of Student Achievement (Personal) Rural School 242

4-46 Correlations Between Support and Different Measures of Student Achievement (Personal) Suburban School 243

4-47 Correlations Between Support and Different Measures of Student Achievement (Personal) Rural and Suburban Schools 244

4-48 Correlations Between Legitimacy and Support (Personal) . 245

4-49 Research Questions: Summary Table 251

TABLE Continued Page

A Sample Table: Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable 260

5-1 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Access Rural School 266

5-2 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Access Suburban School. 268

5-3 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Access Rural and Suburban Schools 270

5-4 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - School-Community Relations Rural School 276

5-5 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - School-Community Relations Suburban School. 278

5-6 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - School-Community Relations Rural and Suburban Schools 281

5-7 Standardized Coefficients of a Model of Home-School Community Relations with Resolution as an Intervening Variable, Dependent Variable - ITBS Cumulative Rural School 288

5-8 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Mathematics Grade Rural School 290

20

TABLE Continued Page

5-9 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Language Grade Rural School 292

5-10 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - ITBS Language Rural School 294

5-11 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - Mathematics Grade Rural School 296

5-12 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - Language Grade Rural School 298

5-13 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - ITBS Cumulative Rural and Suburban Schools 300

5-14 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - Mathematics Grade Rural and Suburban Schools 302

5-15 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - Language Grade Rural and Suburban Schools 304

5-16 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - Legitimacy Rural School 312

5-17 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - Legitimacy Suburban School. 314

21

TABLE Continued Page

5-18 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - Legitimacy Suburban School 316

5-19 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - Legitimacy Rural and Suburban Schools. 318

5-20 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - Support Rural School. 321

5-21 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - Support Suburban School 324

5-22 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Support Suburban School 327

5-23 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - Support Rural and Suburban Schools. 330

5-24 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Support Rural and Suburban Schools. 332

5-25 Path Analysis: Summary Table 337

6-1 Resolution as a Critical Incident Level of Issue Chi-Square Relationships. 349

6-2 Resolution as a Critical Incident Satisfaction with Process Chi-Square Relationships. 351

6-3 Alternative Models: Home-School-Community Relations. . 376

22

LIST OF FIGURES

FIGURE | Page

1-1 Home-School-Community Relations: Primary Interaction Patterns 33

1-2 Home-School-Community Relations: Programmatic Model 35

2-1 Research Questions (1-5) 100

2-1 Research Questions (6-12) 101

A Sample Figure: Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables 258

5-1 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables
Research Question Two 264

5-2 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Community Relations for Rural School
Research Question Three 272

5-3 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Comunity Relations for Suburban School
Research Question Three 273

5-4 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Community Relations for Rural and Suburban Schools
Research Question Three 274

FIGURE Continued Page

5-5 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement for Rural School
Research Question Four 284

5-6 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement for Rural School
Research Question Four 285

5-7 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement for Rural and Suburban Schools
Research Question Four 286

5-8 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Rural School
Research Question Six 307

5-9 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Suburban School
Research Question Six 308

5-10 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Suburban School
Research Question Six 309

5-11 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Rural and Suburban Schools
Research Question Six 311

FIGURE Continued Page

5-12 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Support Research Question Nine 323

5-13 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Support Research Question Nine 326

6-1 Home-School-Community Relations: Programmatic Model 369

6-2 Home-School-Community Relations: Programmatic Model--Revised 370

6-3 A Paradigm for Home-School-Community Relations 374

Abstract

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS, COMMUNITY SUPPORT, AND STUDENT ACHIEVEMENT IN COMMUNITIES OF DIFFERENT SOCIO-ECONOMIC CHARACTER

Hillel I. Raskas

Under the supervision of Professor B. Dean Bowles

The purpose of this study was to examine the relationships between effective school-community relations, community support for schools, and student academic achievement in two communities of different socio-economic character. The research was based on a programmatic model for school-community relations which was composed of three components: program elements, processes, and goals. The program elements were not used in the course of the study. For the purposes of the study, the processes component provided five independent variables of communication, involvement, participation, resolution, and access. The variables of community support and student achievement were drawn from the goals component of the model. Community support for schools was taken as the combination of the community's economic support and sense of legitimacy for the local neighborhood school.

The study was carried out in the two communities called Rural Village and Suburban Homes. Rural Village represented a rural area with families of predominantly lower to middle income status.

Suburban Homes was an example of a middle to upper middle income suburban community. A validated interview protocol that contained both open-ended and focused questions was used to collect data from parents. Student data was measured through achievement test scores and academic grades for students in the fourth, fifth, and sixth grades.

Of the five independent, process variables, three were found to be of importance. Communication, the exchange of information between the home and the school, best accounted for satisfaction with school-community relations and for legitimacy at the rural school. Involvement, the contribution by parents of time and energy to the school, best accounted for satisfaction with school-community relations and for legitimacy at the suburban school. In addition, involvement served to distinguish between the suburban school and other schools. Resolution, or problem solving, had a slight ability to predict student achievement at the rural school. No relationship was found between support, legitimacy, or effective school-community relations and student achievement at either school.

Among the various conclusions reached in the course of the study, four may be emphasized. First, a clear difference was indicated between parents involvement in school activities and their participation in the decision-making process. Second, most issues identified for resolution were at the individual

child-parent-teacher level. Third, alternative models and/or paradigms to explain school-community relations were identified dependent upon a specific selected goal or outcome. Finally, the importance of conducting research at the local school site was indicated for the study of both school-community relations and the politics of education.

Approved by B. Dean Bowles

Date August 29, 1979

CHAPTER I

BACKGROUND AND RELATED LITERATURE

The primary purpose of this study is to examine the relationships between effective school-community relations, student academic achievement, and community support for schools. The study was conducted in the communities of Rural Village and Suburban Homes and utilized a previously validated research instrument (Ingram, 1978). As described at a later point in this chapter, the study is one of several in a series that has been completed as part of the work of the Home-School-Community Relations Project of the Wisconsin Research and Development Center for Individualized Schooling located at the University of Wisconsin-Madison.

In addition to the primary purpose of this study, there are several additional purposes for this work: (1) to examine the relationships among the five variables of school-community relations (communication, involvement, participation, resolution, and access), (2) to consider the relationships between the five variables of school-community relations and those of effective school-community relations as a whole, student academic achievement, and community support for schools, and (3) to refine further the Wisconsin project's programmatic model for home-school-community relations. (The specific research questions addressed in the study are covered in chapter two). Finally, a critical incident question is introduced to determine the level of concern with regard to a specific issue relating to the process of resolution or problem solving.

The two principal parts to this chapter include the background of the study and the related literature. The background of the study serves to introduce the three primary variables. The related literature covers the writings on (1) school-community relations generally and (2) on school-community relations and student academic achievement specifically. The significance and organization of the study conclude the chapter.

Background of the Study

The background of the study is found in the identification of the three primary variables: school-community relations, student academic achievement, and community support for schools. Each of these three primary variables is introduced in this section. The section concludes with a short discussion on the topic of accountability and its relationship to the study.

School-Community Relations

Since the early days of the first public schools, the purposes of public education have included many tasks. Although the teaching of such basic skills as reading, writing, and arithmetic have always been a part of the school's program, the inclusion of programs of school-community relations has become increasingly common. While programs of school-community relations have existed in the past, the emphasis has changed from a simple attempt to tell a school's story to sophisticated efforts designed to increase the economic, political, and educational support received from the school community.

School-community relations can be seen as the sum total of the interactions that take place among the various subpublics belonging to a school community. These interactions include both the actual events and the resulting consequences, both of which affect the school community's perceptions of the school. Similarly, the subpublics of a school community encompass all who have a stake in the school, e.g., parents of school-age children, school staff members, students and former students, senior citizens living in the school attendance area, local business people, and many other individuals and groups. Often, the interactions may cover more than one issue and the subpublics may overlap in their membership.

The importance of school-community relations as the first of the three primary variables is found in two places. First, the focus of the public's attention on the schools has continued to increase in recent years with the problems of declining enrollments; bussing for purposes of racial integration; major shifts in occupation and employment patterns; and cries for a return to the basics, equal educational opportunity, and a balanced budget all coming to a head. Second, the development of the Wisconsin project on home-school-community relations can be clearly traced to an attempt to detemine how the implementation of an educational innovation (Individually Guided Education or IGE) is tied to community typology and political considerations. Together, these two areas of intense concern--the critical issues surrounding the educational scene and a specific effort to effect change in the schools--cause the variable of effective school-community relations to be a key determinant in the study.

Student Achievement

Learning to read and write is perhaps the most common activity that takes place in all schools. Whether a school serves a rich or a poor area; is public, private, or parochial; and has ten or a thousand students; it must first concern itself with instruction in the basic skills. How this instruction occurs and to what ends is not of question here; rather it is the achievement that occurs as a result of the instruction that is measured.

The variable of student academic achievement presents both the simplest and the hardest problems of measurement in the study.

While at first it may be a simple matter to determine whether a primary student can read or not, it becomes more difficult when specific criteria must be chosen. Here, two sources are used to obtain a measure: scores from standardized achievement tests and student grades from progress reports. Scores and grades are numbers and thus easy to handle; they also can be highly subjective and may still be open to serious question in terms of reliability and validity when comparing one school to another.

The variable of achievement represents the most personal of all the variables to parents as it symbolizes to them how well their child is doing as compared to other children. The importance of this variable can be seen in the emphasis placed upon reports of pupil progress (report cards) and parent-teacher conferences. Parents may ask many questions, yet two are utmost in their minds: (1) is my child happy and (2) is my child learning. Achievement begins to answer the latter of these two questions.

Selecting the variable of student achievement as the second primary variable for the study was determined to a large extent by a desire to learn how one aspect of a student's home environment, i.e., his or her parent's relationship to the school, affects achievement in the basic skills. In addition, the development of a programmatic model for home-school-community relations based upon both research and practice afforded a singular framework to handle the first variable, thus allowing certain selected elements in the school-community relationship to be placed against certain components of achievement.

Community Support

In order to maintain a school, three conditions must be met: (1) students must be present and in need of schooling, (2) teachers must be located and be available, and (3) the backing of one or more groups must be attained. This backing for the school is represented by the variable of community support.

Community support for schools covers several dimensions. Economic resources provide the physical materials and professional personnel that are necessary for a school to even begin to operate. Political votes or power help the schools to remain open and obtain other necessary resources in addition to those acquired at the local level. Finally, community backing in general demonstrates the more intangible aspects of the symbolic underwriting of the school's efforts.

The variable of community support contains both subjective and objective components. The trust and acceptance of the school's aims and objectives elicits a highly personal response that can be affected by many diverse factors. A decision to demonstrate support through a contribution of economic resources, though at times a highly personal act, represents a somewhat more straight forward and impersonal decision.

The selection of community support for schools as the third primary variable was made due to three considerations. First, the current attempts throughout the country to reduce the tax burden would suggest that a need exists to critically examine how the contribution of economic resources is related to factors contained in the first two variables. Second, the focus of the previous study (Ingram, 1978) has logically led to the addition of this variable. Finally, an examination of community support on more than one dimension allows some preliminary conclusions to be established that will in turn lead to a greater understanding of how the backing of a community for its schools is both acquired and maintained over time.

Accountability and School-Community Relations

The issue of accountability in school-community relations is made evident by the increasing public demands that the schools be held to task for the expenditure of public funds. This concern is reflected most clearly in the emphasis on competency testing and the teaching of basic skills. Discussing the move in many states toward mandating minimum competency testing, Pipho (1978) reported:

> What began as a startling idea in California, Florida, Oregon, and a handful of other states in 1975 and 1976 has now arrived in some form in each state. As of March 15, 1978, thirty three states had taken some type of action to mandate the setting of minimum competency standards for elementary and secondary students (p. 586).

Hart (1978) commented on what citizens feel they can expect from the schools:

> Citizens have a right to expect that, as a result of twelve years of public schooling, students will achieve functional literacy. Legislators have a responsibility to provide tools and resources to accomplish this (p. 593).

The realization that the largest portion of the educational budget is devoted to teacher salaries has brought with it the insistence that teachers themselves be held accountable. Wagoner (1970) stated:

> In the negotiations process this means that school boards must bargain to establish and maintain their own rights--the right to expect that teachers will improve the performance of their students, the right to hold teachers accountable for their pupils' failures and to reward them for their successes in the classroom.

Rice (1970) has also commented on accountability:

> Public education is not our special birthright. Rather, it is a tax supported service in which teachers participate. Public education belongs to all the people, and all the people have a right to seek its improvement, to determine its purposes, and to evaluate its outcomes.

The issue of accountability clearly signifies an increase in the attention paid to the schools by its critics. Although most writers have concerned themselves primarily with the obligations of the school, Raybin (1979) has implied that students and parents have their own roles to fulfill in the educational process. He has written:

> Of course there can be no guarantee that a student will necessarily learn a lesson, however thorough the instruction, so accountability must be in terms of service rendered, an accountability of implementation. Teachers and administrators should guarantee that students will be offered satisfactory opportunity to learn the designated minimum essentials. And the program of minimum essentials should be administered in enough depth so that motivated students with the capacity to learn can do so.
>
> Also, to encourage program implementation, students and parents must be continually apprised of the nature and content of the minimum essentials program. Then expectations can mesh with teachers' obligations for the benefit of all (p. 375).

An important dimension of the call for accountability is reflected in the "back to basics" movement. Gallup (1977) reported that 83% of the public drawn from a national sample expressed approval of this movement. Here, the emphasis is often placed upon quantifiable data as the sole means in determining school success or failure. Goodlad (1979), argued against this concentration on a purely objective form of evaluation. He has written:

> Is it not time to consider seriously the proposition that this cult of efficiency has failed to make our schools more efficient? Is the time not overdue for seriously considering other ways of accounting for what goes on in the educational system and our schools (p. 343)?
>
> We now need to turn from the reductionist process in schooling by which complex human goals and processes become measurable, relatively unimportant and probably only remotely related to the important ideas with which we began. We need to turn toward learnings rich in opportunities to derive varied meanings and devise creative, individual approaches to understanding and problem solving (p. 344).

Rosen (1976) has suggested the contrast between what we do and what we should do:

> Man has a biologically rooted need to engage in complex activities. . . . And it is in the activities themselves which are [essential], not the ends which are supposed to be attained by them; these ends are the inessentials and the by-products. Somehow, we have gotten turned around so as to believe that, on the contrary, the ends are primary and the means secondary (pp. 29, 30).

How accountability is brought to bear upon this study can be seen in each of the three primary variables. School-community relations provides the processes through which community demands are received by the school and through which an appropriate response is made. Student achievement represents one form of measurement of the quality and quantity of the school's instructional program. Community support offers the avenues for a school community to transmit its reactions to the school's program back to the school. Each of the three primary variables of the study addresses some aspect of the topic of accountability.

Related Literature

The related literature upon which this study is based can be divided into two major areas: (1) general literature on school-community relations and (2) specific literature on school-community relations and student achievement. As the study is one in a series, the literature discussed below is drawn from a common base of writings and is intended to indicate the general pattern of existing literature and research.

School-Community Relations

Regardless of the events that take place or the perceptions that are formed, school-community relations play a part in every form of contact between the school and the community. In his definition of school-community relations, Saxe (1975) stated:

> Our meaning of community relations may be somewhat more inclusive than other meanings. Community relations will include all the interactions between any element of the school and any element of the community (p. 8).

Taking a more action-oriented approach to the definition of school-community relations, Kindred (1957) defined it as:

> A process of communication between the school and the community for the purpose of increasing citizen understanding of

> educational needs and practices and encouraging intelligent citizen interest and cooperation in the work of improving the school (p. 16).

Reeder (1953) emphasized the importance of a mutual agreement between school and community as to the role and function of the school.

The need to establish a two-way process between the school and the community was suggested by Moehlman's (1938) "social interpretation" which stressed the value of interpreting the school to the community and the community to the school. Kindred, Bagin, and Gallagher (1976) have taken the position that:

> Sound and constructive relationships between the school and the community are the outcomes of a dynamic process that combines the following ideas and practices:
>
> 1. A way of life expressed daily by staff members in their personal relations with colleagues, pupils, parents, and people in the community.
>
> 2. A planned and continuing series of activities for communicating with both internal and external publics concerning the purposes, needs, programs, and accomplishments of the school.
>
> 3. A planned and continuing series of activities for determining what citizens think of the schools and the aspirations they hold for the education of their children.
>
> 4. The active involvement of citizens in the decision-making process of the school so that essential improvements may be made in the educational program and adjustments brought about to meet the climate of social change.

> Perhaps another way of expressing the same concepts is to say that sound and constructive relations between the school and community are achieved through a process of exchanging information, ideas, and viewpoints out of which common understandings are developed and decisions made concerning essential improvements in the educational program and adjustments to the climate of social change (p. 9).

Finally, Wrinkle and Gilchrist (1942) stated that the school is what opinion makes it; therefore, teachers individually or collectively must work to create public opinion.

The discussion that follows on school-community relations is divided among four categories of writings: (1) communication, (2) involvement, (3) participation, and (4) resolution. Each category is separated into literature and research. In addition, the description of the Wisconsin Home-School-Community Relations Project is included in this section of the study; however, the literature that relates *specifically* to the definition and origins of the components of the programmatic model for home-school-community relations is found in chapter two.

Communication

Communication is perhaps the most common form of activity that takes place under the general heading of school-community relations. It is primarily concerned with the methods through which both the school and the community share information about each other on a daily, weekly, quarterly, or even yearly basis. Both the literature and research are reviewed.

Communication Literature

The literature on communication covers a fairly standard set of practices. A list of activities suggested by the American Association of School Administrators (AASA) (1950) included speeches, newspapers, letters, graphic and pictorial materials, student publications, reports, and exhibits. Wendorf (1963) has pointed out the importance of coffee hours where school staff members have an opportunity to talk informally with small groups of parents.

Many writers have stressed the need to use a positive approach as much as possible in both written and oral communication. The National School Public Relations Association (NSPRA) (1968a) suggested that written communications be attractive, concise, interesting, and accurate. Since these messages are often the only contact teachers may have with some parents, they must be approached carefully and show the teacher's concern for each child. In oral communications, NSPRA (1970) discussed how teachers should speak softly and be enthusiastic, give both sides of a problem and be objective, listen in a sympathetic way, and make it possible for parents to understand what is being said. Also, teachers should make sure that what they say agrees with what might have been written on the report card.

Hymes (1953) suggested that when teachers visit the home, they focus on information that will aid them in planning to meet the needs of their students. When parents visit the school, they should receive information that will help them clarify educational issues that arise in the community. Both Dapper (1964) and Kelly (1968) stressed the importance of the school gaining accurate knowledge about the community.

Since parent-teacher conferences afford an excellent opportunity for effective communication, several writers have commented on this activity. Hunter (1967) suggested that conferences provide an opportunity for sharing information regarding a student's progress as well as any changes which must take place in the learner and what the home and school can do to accomplish those changes. Stevens and Bartky (1966) stressed the need for the teacher to promote a two-way conversation, create a feeling of friendliness and mutual concern, and utilize the art of listening for facts. Otto and Sanders (1964) concentrated on how the home and the school must suppplement each other in their efforts to foster a wholesome school environment that helps to determine the child's total motivational setting.

Communication Research

Research on communication in school-community relations often centers on the preferences by citizens of one form of communication over another. Hicks (1967) studied the effects of mass media and home visits on parents' attitudes toward school. His results showed that the use of mass media was successful in creating a greater awareness of the school program and a positive attitude toward school; however, personal contact with teacher aides was found to be more effective than the use of mass media.

A survey conducted by Sloan (1973) as to the ways parents of elementary school children prefer to learn about the school indicated the use of the school newsletter, parent-teacher conferences, the parent-teacher organization, remarks of their own children, and notes or phone calls from the teacher. Using parents of secondary school children, Marnix (1971) found that the content of the message determined the preferred form of media. When information on school activities or school staff support programs was transmitted, parents preferred school publications. When information on individual students was involved, parents preferred personally written messages.

The use of the conference as a communication device has also been investigated. Schiff (1963) discovered that students whose parents had been involved in conferences and a demonstration lesson had better school attendance, better study habits, fewer behavioral problems, and greater gains in reading than the students whose parents had fewer contacts with the school. In a study on reporting pupil progress through the use of a report card and a conference, Robitaille (1959) concluded that students whose parents had two conferences in addition to a report card had significantly fewer educational problems. Erickson (1973) studied the use of the conference as an alternative to the report card and found that the conference method provided more information than the report card. In addition, teachers and parents saw the conference as essential for the child's educational growth and development.

In a summary of several studies on communication, Chaffee and Ward (1968) noted the difficulty of assessing the extent of public knowledge about the schools. While parents seemed to feel that they were generally well informed, they still shared a desire for more information.

Involvement

The subject of involvement is often confused with that of participation in both the general literature and in specific research reports. While some degree of overlap might be expected between these two subjects, a distinction will be made throughout the study. Involvement refers to the contribution by school community members of time, expertise, and energy to the school. Participation, as discussed in a subsequent section, is concerned with the part school community members play in decision making. Both the literature and research on involvement as an offering of aid are reviewed.

Involvement Literature

The literature on involvement stresses the need to promote a better understanding of the school and what it is teaching, to encourage community support for the school, and to provide more individual help to students. Blankenship (1954) noted that citizen involvement was necessary for the local schools to function properly. Citizens and other interested persons should thus play advisory roles in areas of curriculum, budget, building, and policy.

Taking part in the life of the school as a volunteer is one of the most common forms of involvement. Many authors have discussed this role. Both Gue and Hudes (1969) and Kindred (1957) suggested that volunteers serve as resource people, preparing instructional materials according to their specialties. Specific roles for volunteers have also been covered by Murray (1974), Saxe (1975), and Weinstein (1972).

The involving of citizens as paraprofessionals was discussed by Holmes and Masse (1969). They suggested that such assistants serve as teacher aides, clerical aides, library aides, and in other capacities as needed. Osborne (1959) presented a program where citizens and parents shared their skills and experiences with school children. This sharing of a citizen's skills or time represents the major purpose of involvement.

Involvement Research

Lewis (1970), reporting on a project conducted in a New York City elementary school, showed how school staff members and parents together developed school goals and their relationships to each other. Progress was made toward reaching the goals as parents knew they were genuinely welcomed and appreciated at the school.

In a similar project conducted in Florida, Gordon (1969) presented a parent education plan where parents could aid the instructional program of the school at home and at school. A group of educators made a visit each week to the homes of 300 parents who had children ranging in age from three months to seven years in order to teach parents to teach their own children at home. After the first three years of the program, a positive attitude towards school was found in the parents, in the children directly involved in the program, and even in the older children in the families.

A study on the relationship between school openness and parental opinion was undertaken by Leis (1970). He found that a positive relationship existed between an open climate and parent opinion of the school. Baker (1973) conducted a study where 10 classes of students whose parents were regularly involved in school activities were compared to 10 classes where parent involvement was lacking. Significant differences in the attitudes of parents, teachers, and administrators were reported.

Both Cloward and Jones (1963) and Gerwick (1967) also studied parent attitudes. Cloward and Jones examined the relationship between parents' attitudes toward the importance of education and their involvement in school affairs. Parent involvement was found to be positively correlated with the importance parents placed on education. Gerwick studied the effect on parent attitudes when a parent involvement program was being instituted. While the program included letters to parents, parent observation of classroom instruction, and parent-teacher conferences, no significant change in the attitudes of parents was discovered.

Participation

The first two categories of writings on school-community relations discussed in this section have focused on communication (the sharing of information among school subpublics) and involvement (the contribution by school community members of time, energy, or expertise to the school). Here, the literature and research on participation (the role played by parents and community members in the making of decisions that affect educational policies and practices) is reviewed.

Participation Literature

Perhaps the most traditional forum for citizen participation in educational decision making is that of the Parent-Teacher Association/Organization (PTA/O). In recent years, many critics of the school have characterized the PTA/O as an ineffective organization in terms of the role it plays in decision making. However, Jencks (1972) has suggested that parent participation in PTA/O activities may be positively linked to the development of effective school programs. Fitzwater (1954) proposed that parents should be active in the school's program by (1) helping to plan programs, (2) helping to initiate programs, and (3) helping to evaluate programs.

Gromacki (1966) stated that citizen participation is important because it is "advising the school administration as to community needs" (p.10). Pellegrino (1973), in turn, viewed the importance of parent participation in educational decision making as critical due to major criticism currently being lodged toward the schools. Gittell (1974) has added that charges of unresponsiveness often arise when school personnel do not actively seek the participation of citizens in educational decision making.

In the development of a paradigm for parent, pupil, and staff participation in educational decision making, Bartels and Karges (1976) focused on the problems of the individual student.

They have identified a series of decision points where appropriate participation can take place. The importance of bringing in both the parent and the student into the decision-making process is emphasized in their work.

When citizen participation is discussed in the literature, the current emphasis is often on the citizen advisory committee. Blumenburg (1971) described community participation as sharing in the decision-making process and considered the role of the principal to be one of seeking advice from all segments of the school and the community. Gromacki (1966) suggested that the role of committees is to discuss problems and offer a reminder of the strictly advisory responsibilities of citizen committees. Cunningham (1970) stated that the participation of citizens in educational decision making will help increase support for and confidence in the school. Many other writers have discussed the value of citizen participation in educational decision making as an important factor in promoting a feeling of mutual support and sharing (Gittell, 1974; Holmes and Masse, 1969; Lane, 1948; Zimmerman, 1969).

Participation Research

Several early studies on citizen participation in educational decision making were carried out in the 1930s. In a series of experiments, Lewin, Lippitt, and White (1939) attempted to determine the effects of citizen participation. They discovered that when an opportunity for maximum participation in decision making was available, members of groups were more enthusiastic about their tasks.

Reporting on a project to identify the causes of the deterioration of public attitudes toward the schools, Hoke, Basile, and Whiting (1971) concluded that the more individuals participated in the planning stage of a goal, a greater chance of success in attaining the goal would be likely. This was shown in an increase in public support of a bond issue when citizen participation was encouraged in the plans for the bond campaign.

Safran (1974) reported the results of a national survey which showed that 14 states had requirements for parental participation in educational decisions. In a study on local school administration and community participation in educational policy decision making, Havighurst (1968) concluded that the areas of budget, personnel, and curriculum were addressed toward the local community. Sloan (1973) studied the amount of participation desired by parents in selected school activities. Parents indicated that being informed was most important, followed by participation in decision making. Parents were found to be interested in making decisions concerning dress codes, learning problems of their children, discipline procedures, new programs or changes, class size, and lunch programs.

Resolution

The final category of writings on school-community relations to be considered here is that of resolution. Resolution is concerned with the solving of problems and the reduction or resolution of actual or potential conflict. This conflict may occur over the allocation of resources, the selection of values, and the distribution of power; at times a very politically-oriented process. Again, both the literature and the research are reviewed.

Resolution Literature

The need to understand the school community in order to effect resolution is a common theme in the literature on resolution. Dykes (1963) suggested that it is the responsibility of school administrators to (1) identify both formal and informal community leaders, (2) educate the leaders about the needs of the schools, and (3) lead the community educationally with professional competence and dedication. Hughes (1967) has also recommended that educators and board members thoroughly understand the nature of power, the power structure of their community, and the effective methods of dealing with the power structure.

Carter (1975) viewed the role of the principal as an educational leader and stated that he or she must exert influence in order to be effective. The principal must attempt to create the necessary leadership so to achieve results in teamwork and group planning. Sestak and Frerich (1968) saw the principal as the harmonizer between the school and the community. However, this is still clearly seen by them to be a political role.

Turner (1970) has suggested two basic approaches to the gaining of political power for educational ends: (1) identification of political power holders and issues receiving top priority and (2) development of the largest solidarity group. Finally, Bowles and Fruth (1976) stated that in order for an educator to be effective, he or she must be able to analyze issues properly, communicate effectively, involve others appropriately, and utilize the best mode for resolution. Dependent on the requirements of the situation, the four modes of resolution are rational decision making, persuasion, bargaining, and power-play techniques.

Resolution Research

Research on resolution is often first concerned with school bond compaigns and school board elections. Miskel, Meisner, and St. Clair (1971) compared communities in which bond issues had passed with those in which they had failed.

They determined that the amount of interaction between board members and community members was significantly higher where the bond issues had passed and that there was a lower level of favorable sentiment toward the board members where the board issues had failed. Harper (1965) examined the power structure as related to bond elections and concluded that power structures in a community can play a significant role in bond elections. The outcome of a bond election can be predicted by sampling members of the community power structure.

Kelly (1967) examined the California school board recall election as a mechanism for the resolution of community conflict. It was found that the recall campaign polarized the community and prolonged the conflict within the community. Minar (1966) identified the community characteristics that accompanied electoral conflict. A community with a higher level of education and occupations was found to have less conflict. The low conflict communities possessed higher levels of conflict management skills.

Konrad (1966) concluded that social status was a good indicator of a community's ability to manage conflict within a school system. No differences were discovered in the social status of school board members between conflict communities and nonconflict communities.

Finally, a case study conducted by Levin and Stein (1970) described an attempt to hold school-community forums during the 1968 New York teachers strike. The conclusion reached was that the forums channelled existing conflict toward the long-term benefits of the community.

Summary

The purpose of this literature review has been to indicate the general writings, divided into literature and research, on school-community relations. The review was intended to provide an overview of the literature; further literature specific to the Wisconsin Home-School-Community Relations Project's research and programmatic model is considered at appropriate points in the study along with the writings on school-community relations and achievement.

This section has separated the school-community relations literature into four categories. Communication, the sharing of information, is concerned with the effectiveness of the medium used to transmit messages. Involvement, the contribution of time, energy, or expertise to the school, focuses on projects and activities. Participation, the part community members play in educational decision making, considers both the concerns with regard to the individual student and the concerns that affect the local school or the school district as a whole. Resolution, the solving of problems and the resolving of conflict, centers on understanding a community and selecting an appropriate manner for settling differences.

Home-School-Community Relations Project

The Home-School-Community Relations Project is one component of a program designed to individualize instruction at the elementary school level known as Individually Guided Education (IGE). Developed at the Wisconsin Research and Development Center for Individualized Schooling, IGE consists of seven components: (1) a multiunit organization, (2) instructional programming for the individual student, (3) evaluation for educational decision making, (4) compatible curricular materials, (5) a system of facilitative environments, (6) a program of continuing research and development, and (7) home-school-community relations (Klausmeier, Rossmiller, & Saily, 1977; Lipham & Fruth, 1976). Since 1973, the Home-School-Community Relations Project has been conducting research and developing materials related to the status of relationships between IGE schools and their various subpublics.

Underlying Principles of Home-School-Community Relations

Based upon numerous studies, Bowles and Fruth have developed a set of ten assumptions that underlie a complete program of home-school-community relations. These assumptions or principles are:

1. Home-school-community relations involves much more than the effective use of media. Communications media are definitely a part of a successful program, but their use should not be the total program.
2. The benefits of any instructional or organizational change must be made visible and tangible to the various subpublics in the school community. Thus, members of school subpublics must be involved early in implementation efforts and answers to questions must be in concrete, specific, and understandable terms.
3. An effective program of home-school-community relations involves working very closely with parents. This includes parent volunteers, home-school visits, and parent participation in educational decision making.
4. School staff members should use the educational resources available in the community. This action will both enhance the instructional program and increase the staff's knowledge of the community.
5. Members of the school staff must expand their concept of community. Educational affairs should not be considered in isolation from community affairs and municipal issues.
6. Students are the most important subpublic in a school. They are a primary source of information for their parents, they affect the way that their parents and other adults respond, and the way they perceive their education now will influence their view of schools when they are adults.
7. The relationship between the home, school, and community should be continuous and ongoing. Crisis-management should be avoided as a program is easier to build and maintain during times of tranquility than in times of torment.
8. Home-school-community relations is not equivalent with an advisory committee. While community advisory committees, ad hoc parental committes, and study groups are good strategies, they are but one part of a complete program.

9. Many diverse subpublics are now showing an increased interest in the schools. Provision should be made to insure adequate communication, to increase their involvement in school activities, to provide for participation in educational decision making, and to develop ways to resolve actual or potential conflict among them, the school, and the home.

10. Educators do not hold a monopoly on the expertise about educational philosophy, policy, and practices. School community subpublics are better informed, more knowledgeable, and more sophisticated than in the past (Adapted from Bowles & Fruth, 1976, pp. 165-68; Fruth, Bowles, and Moser, 1977, pp. 260-63).

Taken together, these ten principles suggest that an effective program of home-school-community relations consists of more than just one or two isolated activities. Instead, a good program would emphasize three major points: (1) that face-to-face communication is more effective than paper communication, (2) that a program must be continuous and serve the needs of all subpublics, and (3) that all members of a school's community, including teachers, parents, children, senior citizens, and other nonparent adults, must be involved in the school-community relations program.

Political Context of Home-School-Community Relations

The objective of any effective home-school-community relations program is defined by Bowles and Fruth as the resolution of both actual or potential conflict among various school subpublics which may be associated with policy decisions or administrative practices which determine the (1) use of available, scarce resources, (2) value choices to be made regarding the educational program, and (3) the locus of power in the educational enterprise (Bowles & Fruth, 1976, pp. 168-69; Fruth, Bowles, & Moser, 1977, pp. 263-64). As the terms resources, values, and power are central to this definition, specific examples follow:

> Resources. With the increasing concern on school budgets, the question of where scarce economic or material resources should be expended is a crucial one. For example, the hiring of new teachers versus paraprofessionals, the use of one science program over another, the attendance at a workshop, or the use of an in-service consultant all demonstrate areas in which the use of diminishing resources can raise potential points of conflict.
>
> Values. The increasing concern and involvement of both school staff and various subpublics in educational policy development cause value laden issues to be focused upon. Questions such as the mainstreaming of children with exceptional educational needs, the change in competitiveness or cooperation due to an educational innovation, practices of reporting pupil progress, or placement in a nongraded instructional unit are all affected by differing social values.
>
> Power. The change in the school's organizational structure due to an educational innovation like IGE may bring about corresponding alterations in the locus of power for the school. The concept of shared decision making and its participants, the review of an instructional unit's decisions, or the issue of differentiated staffing being a management or union decision are all examples of decisions or practices which involve the place of power within the schools. The participation of school community members in the decision-making process also alters the balance of power within both an individual school and in the larger school community.

Clearly, a political approach to the topic of home-school-community relations is a valid consideration. Bowles and Fruth (1976) stated:

> One may logically conclude that an effective home-school-community relations program is good, practical politics. In this context, politics is not of the national, partisan variety, but of the type which determines the nature of the community in which people live, the sort of schools provided, and the kind of educational program conducted. Hence, all of the media, committee structures, community analysis techniques, modes of communication, and involvement activities are but means to accomplish the twin objectives of (1) the resolution of conflict, and (2) the allocation of resources, the choice of values, and the distribution of power (p. 169). (Emphasis mine.)

In order to further the development of an effective program of home-school-community relations, the Home-School-Community Relations Project staff proposed two models around which the project's research efforts would be organized: (1) a set of primary interaction patterns and (2) a programmatic model.

Primary Interaction Patterns. Utilizing the terminology of the IGE program, four critical primary interaction patterns were identified that were presumed to exist between an IGE school and the school community (see Figure 1-1) (Bowles & Fruth, 1976, p. 170, revised). These four patterns are between the (1) child and the teacher, (2) home and the unit leader/Instruction and Research (I & R) committee, (3) school community and principal/Instructional Improvement Committee (IIC), and (4) district community and administration/Systemwide Program Committee (SPC).

HOME-SCHOOL-COMMUNITY RELATIONS: PRIMARY INTERACTION PATTERNS

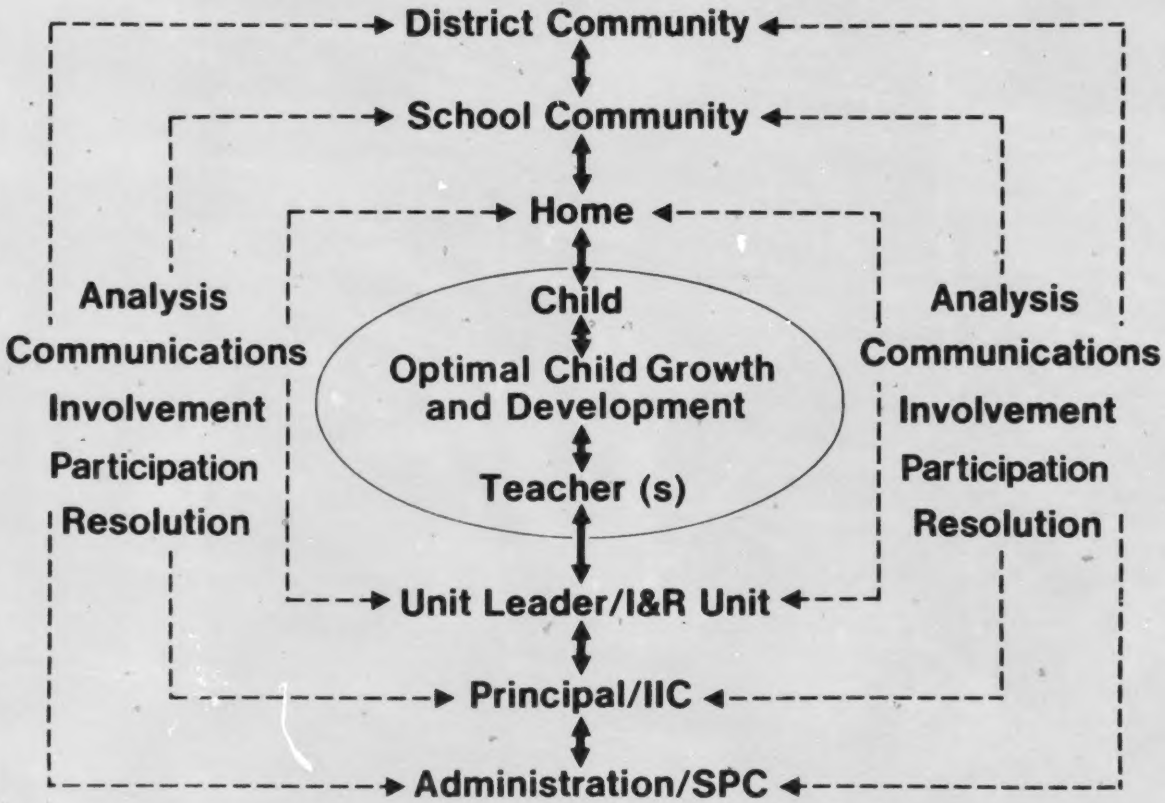

District Community
School Community
Home
Child
Optimal Child Growth and Development
Teacher (s)
Unit Leader/I&R Unit
Principal/IIC
Administration/SPC
Analysis
Communications
Involvement
Participation
Resolution
Analysis
Communications
Involvement
Participation
Resolution

Figure 1-1

As proposed, this interaction would take place through the processes of analysis, communication, involvement, participation, and resolution.

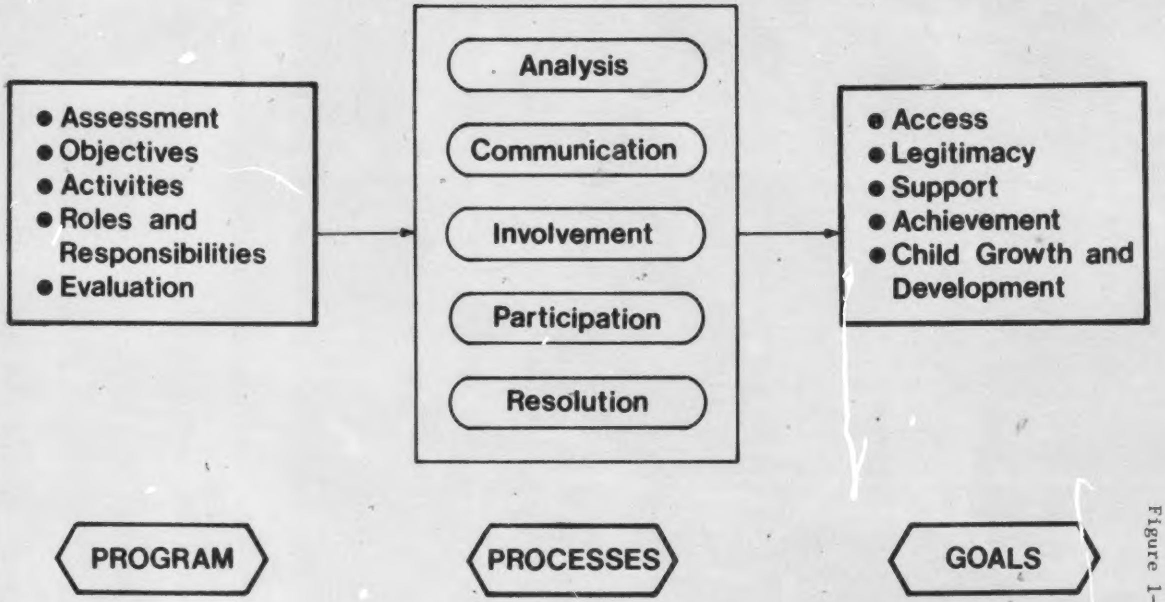
Programmatic Model. The programmatic model for home-school-community relations (see Figure 1-2) (Bartels, 1978, p. 18) was developed as a result of the project's research on home-school-community relations. The figure suggests that a home-school-community relations model is composed of three major components:

1. A planned program of activities with stated objectives, specifically assigned staff roles and responsibilities, and a framework for evaluation that would be organized based upon a systematic needs assessment.
2. A set of processes which are operationalized through the program of activities. These processes are analysis, communication, involvement, participation, and resolution.
3. A set of anticipated goals that may be attained based upon the program and processes. These goals are access, legitimacy, support, achievement, and child growth and development.

The individual elements of the model are each defined in the following chapter where the conceptual framework for the study is presented and the origins of each component of the model are traced from a selection of sources.

Using the primary interaction patterns and the programmatic model, the Wisconsin project has conducted several studies on home-school-community relations. They are reviewed in the

HOME-SCHOOL-COMMUNITY RELATIONS MODEL



- Assessment
- Objectives
- Activities
- Roles and Responsibilities
- Evaluation

Analysis

Communication

Involvement

Participation

Resolution

- Access
- Legitimacy
- Support
- Achievement
- Child Growth and Development

PROGRAM

PROCESSES

GOALS

Figure 1-2

Developed by B. Dean Bowles, Marvin J. Fruth, Lois I. Bartels, M. Lynn Karges, and Hillel I. Raskas. Home-School-Community Relations Project, Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin, 1976.

following section and provide both further explanation of the project's orientation and part of the background for this study.

Research on Home-School-Community Relations

Based upon a review of over 300 items relating to home-school-community relations, Kim, Fruth, and Bowles (1976) prepared a bibliographical essay in an attempt to provide a conceptual framework for home-school-community relations, to develop a classification scheme for existing theory and practice, and to suggest further research. Three conceptual classifications were found as a result of their work: (1) home-school-community relations as an administrative function, (2) home-school-community relations as public participation, and (3) home-school-community relations as a political process. The administrative-functional approach stressed communication between the home and school or between the school and the community. The public-participatory approach assumed the cooperation and partnership of parents, citizens, and the community as a whole with school personnel for the improvement of education. The political configuration approach viewed the school system as a political subsystem of the community social system and concentrated on the interactive relationship between the school system and the community power structure.

In an effort to gain an understanding of how an educational innovation may be introduced into different communities, a series of seven case studies were conducted by Miles, Bowles, and Fruth (1976). These studies described the implementation history of different IGE elementary schools and their home-school-community relations programs. The seven sites were summarized in the casebook as follows:

1. Rural City. A small rural area that saw IGE as a way of upgrading instruction at the elementary level. Key elements in IGE implementation were close personal ties among adminstrators, staff members, and the community, and a high degree of trust shared among the school personnel, board of education members, and parents. Children served as the ambassadors of a good program to the parents.

2. Kennedy Elementary School. A middle-class school community which had numerous problems during the first year of implementation, though not directly related to the IGE model. The dedication of the staff and a set of parents committed to the IGE concept helped get the school through its difficult first year. Kennedy later developed into a truly exemplary IGE elementary school.

3. Metropolitan Elementary School. This is another story where the school faced serious problems during its first year of IGE implementation. There also the hard work of the staff and the principal helped carry the program to parents and insured a successful implementation.

4. Whitney Young Elementary School. In a school composed mainly of poor black students, IGE was the focus of a developmental effort to reconstruct the educational program. The startling educational gains of the students and the energetic programs and activities at the school helped smooth a successful implementation history.

5. Truman Elementary School. This school is in another predominantly black district that adopted IGE and the multiunit school as developed by the Wisconsin Research and Development Center.

6. South Morris Elementary School. This is an example of a new school opening up with a new program in the wake of adverse publicity. The principal and staff won over the parents to the program only through effective two-way communication programs and activities.

7. Woodrow Wilson Elementary School. This story centers on demands from parents for more accountable school data. Instructional programming for the individual student and objective-based curriculum provided the basis for an accountable student profile (pp. xi-xii).

Although each case was different, the importance of effective home-school-community relations in terms of participation in decision making, two-way communication, and making the IGE program's benefits tangible and visible were key factors leading towards the successful implementation of an educational innovation.

Focusing on the relationship between a Puerto Rican community in a large Midwestern city and the public elementary schools serving its children, Moser (1973) approached issue identification and conflict resolution using a political framework. The key issues centered on the bilingual/bicultural education program, the teacher-education program for bilingual/bicultural education, and the school system's policies that pertained to the Puerto Rican community. His major findings were that access to school decision makers should be increased, conflict as an approach to change should be considered, and that a political perspective be used by the school system to perceive its relationship with communities such as the Puerto Rican community.

This last recommendation suggested that politics may be a vital dimension for increasing the responsiveness of the school system.

Klenke (1975) examined how two components of the IGE program--the multiunit school and the Instructional Programming Model (IPM)--were related to home-school-community relations during the implementation of IGE. Klenke found two general conclusions. First, successful implementation of these components was dependent on the extent to which their benefits were made visible and tangible. Second, actual or potential conflict was more likely to result from issues of differing educational values rather than from the allocation of scarce economic resources or the locus of power in the educational enterprise.

Using a variety of anthropological field methods, Miles (1975) collected data on the implementation of IGE at four elementary schools. His major findings were that studies of change often ignored the larger environment external to the institution; educators should be aware of the possibility of factionalism within their community; administrators should gain skills in and conduct community analysis; school-community relations programs and activities should be focused on the students; and key school-community influentials should be identified early and involved in the implementation of an educational innovation.

Krupa's (1976) study examined a number of home-school-community relations activities in IGE schools. Using a survey instrument, data were sought on staff roles and responsibilities, the objectives of activities, the focus of the interaction, and the perceived importance and effectiveness of selected activities. The assumption that IGE schools would automatically evolve alternative arrangements for home-school-community relations due to the IGE program's organizational arrangements was not supported. Principals were found to be primarily responsible for home-school-community relations with activities being centered on the processes of communication and involvement. Krupa concluded that the majority of schools conducted a series of loosely organized activities that related to home-school-community relations rather than using a planned programmatic approach.

Lake (1976) conducted an in-depth analysis of one school's home-school-community relations program. Interviews and questionnaires were used to examine programmatic and nonprogrammatic activities. The processes of communication, involvement, and to some extent resolution were seen as being through the activities while analysis was found to be less evident. The focus was on the interaction between the school and either the child or the home, with the interaction between school and home perceived as the most effective.

Liechty (1977) identified four empirical modes of participation and five types of educational participators using a questionnaire. The four modes were parochial, cooperative, electoral, and dynamic. The five types of participators included activists, parents, citizens, voters, and inactives. Activists (37%) and parents (24%) made up the largest groups and accounted for 81% of the total activity. He concluded that (1) future research should identify why people participate in educational activities on a selective basis and (2) future research should determine the affects of this selective participation on the formulation of educational policy.

Karges (1977) explored the implementation of the home-school-community relations model to determine whether the specified patterns and processes were viable. After conducting a needs assessment with staff and school community members, Karges used four approaches to change: (1) a school-wide focus on reporting pupil progress, (2) a graduate course on school-community relations, (3) the work of individuals on activities related to problems in school-community relations, and (4) direct implementation of activities through a project coordinator. The regular presence of a project coordinator raised staff awareness to school-community relations. An evaluation indicated that the implementation of a school-community relations model was a viable decision.

Bartels (1978) spent three months as a participant observer in an urban, inner-city elementary school. Her data suggested that the school principal was the critical actor in directing the home-school-community relations program. The attitudes and behaviors of the principal consisted of both supporting factors (an open-door policy, a petitioner of school district authorities, the initiation of structure and order for a chaotic situation) and constraining factors (limited participation for others, styles of communication and conflict resolution that created residual animosity). The reallocation of exisiting resources for the school was identified as a key need. A recommendation was made that teachers and administrators should acquire the proper skills and attitudes conducive to working with parents before facing an actual crisis.

Ingram (1978) examined the relationship between effective school-community relations and student academic achievement. Based upon a programmatic model for home-school-community relations, an interview protocol was constructed that focused on the five variables of communication, involvement, participation, and resolution. Communication explained 49% of the variance accounted for of effective school-community relations. Resolution explained from 8 to 18% of the variance accounted for of eight measures of student achievement. Path analysis suggested that resolution served as an intervening variable which mediated the effects of the remaining variables on the measures of student achievement. Ingram suggested that future studies should introduce socioeconomic factors to vary the research sites and should add questions relating to the goals of home-school-community relations; thus setting the stage for the current study.

Oinonen (1979) has taken the current study and the previous one by Ingram further along by expanding the groups chosen for the interviews. In addition to the parents of elementary age school children, she has added parents of secondary age school children and students in both elementary and secondary schools to her sample. This study added two dimensions to the previous studies. First, it explored the possibility that the relationship between school-community relations and achievement may differ due to student perceptions and grade level. Second, by comparing the perceptions of parents and students in the fifth and eleventh grades, it further explored the possibility of the existence of multiple models for school-community relations.

School-Community Relations and Student Achievement

Although the public schools have been assigned an increasingly greater number of tasks over the years, the teaching of the basic skills remains a fundamental purpose of public education. These basic skills include reading, language arts, and mathematics. As discussed earlier in this chapter, school-community relations has also become an important part of a school's program. In this section, the relationship between school-community relations and student achievement in the basic skills is explored in terms of both related literature and related research.

Achievement Literature

Foster (1969) has claimed that the leadership that can come from parent groups can have a positive effect on the quality of education available for children. Both Sestak and Frerich (1968) and Hunter (1967) emphasized that a good school-community relations program can have a positive impact on pupil progress and can create a school climate where children can be more productive. Gittell (1969) stated that parent and community participation in educational decision making was an essential factor in improving reading levels of children at two New York City elementary schools. Lopate, Flaxman, Bynum, and Gordon (1969) reported that "When parents are involved in the decision-making process of education, their children are likely to do better in school."

Rempson (1967) concluded that increased involvement of parents helps to increase the achievement of their children. Schiff (1976), however, remarked that increased parental involvement failed to result in increased gains in student achievement.

Achievement Research

Research on school-community relations and student academic achievement has focused on several different measures of success. The research that is reviewed in this section indicates that mixed results have been obtained.

In a review of several studies on parent involvement components of preschool and early childhood education programs, Hogan (1978) stated that" . . . not only do children whose parents participate make greater cognitive gains during the program, but they continue to sustain this growth as they progress in school" (p. 2). She concluded that educators should carefully consider the impact of increased parent involvement and parent education programs upon student academic achievement.

Edmonds (1978) has discussed the literature and issues related to effective schooling. Looking first at the large studies of school effects, he has remarked that they are not particularly useful to the educational decision maker who "must organize and administer particular instructional programs" (p. 18). After an extensive review of the large number of studies that have been reported, Edmonds has set forth the following with respect to the distinguishing characteristics of schools that are instructionally effective for poor children:

> What effective schools share is a climate in which it is incumbent on all personnel to be instructionally effective for all pupils.

> Some schools are instructionally effective for the poor because they have a tyrannical principal who compels the teachers to bring all children to a minimum level of mastery of basic skills. Some schools are effective because they have a self-generating teacher corps that has a critical mass of dedicated people who are committed to be effective for all the children they teach. Some schools are effective because they have a highly politicized Parent Teacher Organization that holds the schools to close instructional account. The point here is to make clear at the outset that no one model explains school effectiveness for the poor or any other social class subset.
>
> Thus one of the cardinal characteristics of effective schools is that they are as anxious to avoid things that don't work as they are committed to implementing things that do.
>
> Schools that are instructionally effective for poor children have a climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement (pp. 35-36).

The literature review by Edmonds implied that parental support of the schools would be necessary in order for the school to accomplish its task of teaching the basic skills.

Keeves (1975) conducted a study in Australia that examined the effect home practices, including the relationships between the home and the school, had on achievement. A positive relationship was found between home practices and achievement in science, but in mathematics no significant relationship was discovered.

In two separate studies, Smith and Brace (1973) and Willmon (1969) reported that parental demonstrations of support, interest, and involvement consistently related to a higher quality of pupil performance. Although Dix (1977) found no significant correlation between parent involvement and student achievement, Hobson (1976) reported that a significant positive correlation did exist between parent involvement and student achievement.

In a study by Smith (1969), parents were given instructions on how to help their children study in an attempt to examine the effect of parental involvement in daily reading exercises and students' study habits at home. Children whose parents were involved in the program made significantly greater gains in vocabulary and reading comprehension than children whose parents did not take part in the program. Ilioff (1957) reported that parent involvement in discussion groups about their children's eighth-grade mathematics program resulted in greater achievement in mathematics for the experimental group when compared to the control group.

Weber (1971) focused on the characteristics of four inner-city schools in which achievement was clearly successful for poor children on the basis of national norms. This study was done in part as a response to studies by other researchers that indicated that low achievement by poor children is due to environmental effects. Weber found that at all four schools: (1) the principal deomonstrated "strong leadership" in setting the tone of the school, (2) high expectations were present for all students, (3) an orderly and pleasant atmosphere was maintained, and (4) a strong emphasis was placed on pupil acquisition of reading skills, which was accompanied by careful and frequent evaluation of pupil progress.

Although the previous studies would indicate a positive relationship between school-community relations and student achievement, the two studies that follow run contrary to the norm.

Kratochvil, Carkhuff, and Berenson (1969) conducted a study involving 85 students, their parents, and their teachers which examined the relationships between parent and teacher communication skills and measures of student physical, emotional-personal, and intellectual functioning. The cumulative effects of parent and teacher communication skills on student achievement was not found to be significant. Baker (1977) studied 324 children in grades kindergarten to third. Achievement scores of each child were compared to the number of hours their parents took part in school activities. The variance in the number of hours of parent involvement did not significantly relate to the academic achievement of their children.

A majority of research findings, however, do report a positive relationship between school-community relations and student achievement. Mowry (1972) reported from a national study of the effects of parent perceptions in Head Start Programs that:

> There is a strong relationship between high participation by parents and better performance on intellective and task-oriented measures. The children of parents with extensive participation in both roles (as decision makers and as learners) produce better scores on verbal intelligence, academic achievement, self-concept behavioral rating in classroom and at home, and change rating in both learning and activities.

Two studies were led by Brookover on self-concept of ability and school achievement. Brookover, Lapere, Homachek, Thomas, and Erickson (1965) found that junior high school students whose parents became involved in school activities showed signficant progress on academic subjects. Brookover, Erickson, and Joiner (1967) indicated that positive interaction among the principal, teachers, parents, and students within the school produced an atmosphere that enhanced academic performance.

In a study of performance contracted learning, Gillum, Schooley, and Novak (1977) compared the difference in student achievement between the case where parent involvement was "pro forma" and consisted either of filling out a questionnaire or attending large group meetings and the case where parents participated in deciding what was taught and had responsibility for working with teachers and children. Student achievement was higher in the latter case.

A 1974 study by the Office of Education Performance Review of the New York State Office of Education compared two inner-city public schools which served an analogous, predominantly poor population. One school was high achieving; one school was low achieving. The major finding that the differences in student performance in the two schools seemed to be attributed to factors under the school's control suggested that parents can demand that the school try to reach all children and that the school has a responsibility to both students and parents.

In addition to those studies which have discussed the relationship between school-community relations and student achievement, other studies have been conducted on those factors that affect achievement. While not considered here, several studies (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1977; Brookover & Lezotte, 1977; Bureau of School Programs Evaluation, 1976) have indicated that factors subject to school control can affect the achievement of students in the schools. This consistent finding would suggest that parent-initiated participation might be necessary to direct schools toward implementing the proper conditions for increased student achievement.

Finally, an extensive program for parent involvement (Houston Independent School District, 1978; Kerr, 1978) was developed in the Houston, Texas, Schools based upon the findings of two pilot studies. The first study was conducted on the junior high school level and compared parent involvement to student scores on standardized achievement tests. The second study was conducted on an elementary school level and involved parents in home instruction with their children. Both studies showed significant correlation between parent involvement and student achievement, and so prompted a districtwide program to improve achievement levels.

Although this review of the research on the relationship between school-community relations and student achievement might suggest that an extensive amount of work has already been accomplished in this area, none of the studies reviewed above utilized a planned, programmatic model of school-community relations. This model of school-community relations is discussed in detail in the following chapter.

Significance of the Study

The study described in these pages has significance for both research and practice. Each is discussed in the following subsections.

Significance for Research

The primary purpose of this study is to determine the relationships between effective school-community relations, student academic achievement in the basic skills, and community support for schools. Based upon a previous study (Ingram, 1978), variance is introduced here in the selection of the research sites according to socioeconomic characteristics.

The major theoretical impact of this study is upon the Wisconsin programmatic model for home-school-community relations. As this model has been developed through extensive research and practice, the study described here attempts to further refine the model. Both Bartels (1978) and Ingram have suggested that further study should be undertaken on the concepts of access and resolution in order to determine their proper place in a programmatic model. Access is taken from the goal elements and treated as a process in the study. A critical incident question is used to gather further information on resolution. Also, the possibility of multiple models, dependent on the specific goals being emphasized, will be considered.

The addition of the primary variable of community support for schools is intended to serve as a first attempt in the examination of how the processes of school-community relations are related to the goals of school-community relations. Support (in this study an economic concept) and legitimacy are used as measures of the institutional aims of school-community relations. While not addressed in the study, the goals of achievement and child growth and development are school performance concepts--the reasons why schools exist.

An important dimension of the study is its concern with school-community relations at the local school building level. Miles (1979) has criticized the lack of research on school-site politics of education. He stated: "The study of the school site or the individual school building politics of education and school-community relations has been ignored by major authors in the politics of education field" (p. i). Discussing the Wisconsin programmatic model for home-school-community relations, Miles has concluded:

> The Wisconsin Research and Development Center Home-School-Community Relations Model adds great explanatory power in an area that has been relatively barren. The inter-relationships of program components, processes, outcomes and impact will provide useful signposts for understanding both the conceptual problems in school-community relations and the reasons for meaningful inclusions for parents into school decision making (p. 29).

Both this study and the work upon which it is based have focused on the individual school and its specific school community.

Significance for Practice

The significance of the study for practitioners can be seen in three questions that might be asked: (1) If parents are satisfied with the effectiveness of the school-community relations program of the school, will student achievement be affected, (2) If parents are satisfied with the effectiveness of the school-community relations program of the school, will community support of the school increase, and (3) if student achievement is high, will community support for the schools also be high? In addition to providing some answers to these three questions, the study is also important for practitioners as it examines the question of whether or not one single program for school-community relations exists or if multiple programs might be indicated dependent upon both the type of community in which a school operates and the specific results which are desired from the school-community relations program.

Organization of the Study

The study is organized into six chapters and a set of appendices.

Chapter I has provided a background of the study, a review of the related literature on school-community relations, the Wisconsin Home-School-Community Relations Project, and the relationship between school-community relations and student achievement.

Chapter II covers the conceptual framework used to guide the design of the study, the research questions that will be addressed, and the methodology, The conceptual framework describes the definition and origin of each of the elements in the programmatic model of home-school-community relations.

The methodology includes the instrumentation, site selection, population and sample, data collection, and data analysis procedures.

Chapter III offers two case studies on the communities of Rural Village and Suburban Homes. Each community and school is described and the program for school-community relations is fully outlined.

Chapter IV presents the analysis of the statistical data in response to the research questions. Data analysis is accomplished through the use of coefficients of correlation and step-wise multiple regression.

Chapter V considers the analysis of the statistical data through the use of path analysis to determine the impact of selected intervening variables upon the independent variables of school-community relations.

Chapter VI contains the conclusions and implications as drawn from the previous chapters. Recommendations for both research and practice are included in the chapter.

The appendices to the study contain various documents that relate to the work. Included are the parent interview protocol, the case study interview protocol, the content validity questionnaire, and certain data that address the ancillary questions.

CHAPTER II

DESIGN AND METHODOLOGY

The discussion in chapter one presented a review of the literature on school-community relations and on the relationship between school-community relations and achievement, explained the work of the Wisconsin project in home-school-community relations, and provided an overview of this study. This chapter discusses the research components of design, methodology, and limitations.

Design

The design component of a research study contains the overall plan that is used to guide the program of research. Kerlinger (1973) has presented two basic purposes for research design: "(1) to provide answers to research questions and (2) to control variance" (p. 300). To Kerlinger, ". . . design does not 'tell' us precisely what to do, but rather 'suggests' the directions of observation-making and analysis" (p. 301). In this section, the conceptual framework and the research questions for this study are covered.

Conceptual Framework

The conceptual framework presented here provides the basis for both the general design of the study and for the 12 specific research questions. Derived from the work of the Wisconsin project in home-school-community relations, the conceptual framework consists of the programmatic model for home-school-community relations. As introduced in the preceding chapter, this model consists of three major components: programmatic elements, processes, and goals. Each component of the model is defined in this section, and its origins are traced from a variety of sources. Although the schematic drawing of the model indicates one possible grouping of the individual concepts in the model, a modified version was used for the purposes of this study.

Programmatic Elements

The programmatic elements of the home-school-community relations model consists of five items: assessment, objectives, activities, roles, and responsibilities, and evaluation. In her study, Bartels (1978) first presented the definitions of these items:

> Assessment, also referred to as needs assessment, is a programmatic element of the home-school-community relations model through which the current status of the program, processes, and goals are identified.
>
> Objectives is a programmatic element of the home-school-community relations model which specifies the desired outcomes of a program in relationship to processes, subpublics, and goals.
>
> Activities is a programmatic element of the home-school-community relations model designed to fulfill the objectives of a home-school-community relations program.

> Roles and Responsibilities is a programmatic element of the home-school-community relations model which assigns tasks and functions for home-school-community relations activities.
>
> Evaluation is a programmatic element of the home-school-community relations model designed to determine whether the processes, objectives, and goals established for the program are achieved. (pp. 18-19)

The selection of concepts that make up the programmatic elements in the home-school-community relations model are drawn from texts that focus on the managerial and program planning functions of administration. Except for the specific activities which represent the actual operationalized part of a program, various names have been put forth to classify the other concepts in this component.

The component of programmatic elements concerns itself with how a school-community relations program is carried out by teachers and administrators. Thus, the tasks of the manager or administrator can be identified as relating to this component. In his study of management as work with its own skills, tools, and techniques, Drucker (1974) has divided these tasks into five basic operations: (1) setting of objectives, (2) organization of work and workers, (3) motivation and communication, (4) measurement of performance, and (5) development of staff personnel (p. 400). These five operations are similar to those suggested over 60 years ago by a French engineer and teacher, Fayol, in a work first printed in 1916: planning, organization, command, coordination, and control (1949). Several other authors have proposed similar terms to classify these operations or functions (Gregg, 1957; Hoy & Miskel, 1978; Knezevich, 1975; Sears, 1950).

Although the names of the tasks that compose this component can change according to the orientation of a specific author, Kindred, Bagin, and Gallagher (1976) have provided a workable approach to identifying the steps in program planning. Their framework can be summarized as follows:

> 1. Policy Development: The development of a policy that describes the rationale for undertaking the program [of school-community relations] and authorizes the [school] administration to determine the means to implement the policy.
>
> 2. Understanding the Community: The collecting of information that will enable the planners to understand the community in which the program will operate.
>
> 3. Goals and Strategies: The determination of the goals that are being sought and the selection of the strategies that will be employed to reach the goals.
>
> 4. The Communication Process: The planning of what information needs to be disseminated, what audience is to be reached, and what tools should be used.
>
> 5. Evaluation: The examination of the program as planned and the determination of the fit between the actual outcomes and the original objectives (pp. 27-101).

The five concepts that make up the programmatic elements of the home-school-community relations model have been chosen to represent the administrative structure which provides the organizational base for the specific activities that take place. While an alternative set of terms could be proposed, these five concepts--assessment, objectives, activities, roles and responsibilities, and evaluation--form the first component of the home-school-community relations model.

Processes

The processes contained in the home-school-community relations model include analysis, communication, involvement, participation, and resolution. Although analysis is included as one of the processes, it is not included as one of the variables in this study as it is a function that is carried out only by school personnel. Access, while shown as a goal of the model, is included as a process variable in this study for the reasons discussed in the preceding chapter. Each of the following definitions is again first found in the work of Bartels (1978) except for that of access. The definition of access was redefined in the study conducted by Ingram (1978). The definitions follow:

> Analysis is a process of the home-school-community relations model by which issues and subpublics are identified and related.
>
> Communication is a process of the home-school-community relations model which utilizes many forms of interaction among various subpublics, and between the school and the subpublics.
>
> Involvement is a process of the home-school-community relations model through which various subpublics contribute resources of time, energy, and expertise to a school.
>
> Participation is a process of the home-school-community relations model which provides entree to the decision- and policy-making processes of a school.

> Resolution is a process of the home-school-community relations model which is designed to solve problems and to reduce actual or potential conflict among the home, the school, and the community (p. 19).
>
> Access is a goal of the home-school-community relations model which assures that various community subpublics are able to have their interests represented in the school. Members of a community subpublic may represent themselves or may choose to have an advocate or advisor who serves as a trusted confidant represent them. This person may be a school staff member, such as a teacher or the principal, or any other member of the local school community (p.56).

The individual concepts that make up the processes component in the home-school-community relations model, plus that of access, are drawn from a variety of sources. Each of these concepts is discussed in this section.

Analysis

The process of analysis is related to that of assessment as both are concerned with determining the present condition of the school-community relationship. Whereas assessment may focus more heavily on the operational aspects of a program, analysis represents an attempt to link the issues of concern with their appropriate groups, subgroups, or individuals. Analysis is derived from institutional analysis in policy research where a political or social system with its specific elements is first studied prior to the use of other processes.

The systems approach has been suggested by both Brown (1966) and Norton (1970) as one approach to analyze the political life of a school system and to describe the political realities of educational reform in the schools. Scribner (1970) has summarized the political systems approach in five variables: (1) the social and physical characteristics of the environment, (2) the political input characteristics, (3) the internal characteristics of the authoritative decision-making agency, (4) the political system output characteristics, and (5) the environmental response characteristics with consideration for their interrelationships. To Scribner, the systems approach assures a concentrated and comprehensive application of all available resources towards the implementation of an effective and planned program of school-community relations.

In their discussion of the need to understand a community as being a major part of the planning process, Kindred, Bagin, and Gallagher (1976) have presented three avenues for investigation: (1) the sociological characteristics of the community, (2) the nature and influence of the community power structure, and (3) the way in which people think and feel about education and the program provided by the district (p. 35). The sociological characteristics of the community include customs and traditions, population characteristics, communication channels, community groups, leadership, economic conditions, political structure, social tensions, and previous community efforts. The power structure of decision-making processes include understanding the essential characteristics of the power structures, the areas in which they operate, and the effects of power decisions on educational policy and the school program. Determining how people feel about the schools includes the opinion research methods of forums and conferences, advisory committees, telephone surveys, consumer panels, written questionnaires, and direct interviews. Each of these three avenues provide information necessary to obtain a greater degree of community cooperation with the program of the school.

The importance of analysis, which implies more than a mere gathering of facts, is shown by Vogt and O'Dea (1962) in their concluding remarks on how certain decisions were made in communities with similar factual situations:

> It is clear that the situational facts did not determine in any simple sense [illegible] contrasting community structures which emerged. Rather, the situations set certain limits, but within these limits contrasting value-orientations influenced the development of two quite diffirent community types. It would appear that solutions to problems of community settlement pattern and the type of concrete social action which ensues are set within a value framework which importantly influences the selections made within the range possibilities existing within an objective situation (p. 174).

Lutz and Iannaccone (1969) have provided support to this argument by noting that the values of individuals and the norms of the group must be placed against any current situation in order to determine how a system will act. In a program of school-community relations, this examination of a community with its situations, members, and standards of behavior is included in the process of analysis.

Communication

The process of communication is a concept that has always been an important factor in any public or school-community relations program. As Chaffee and Ward (1968) have stated, "Communication between citizens and schools is the key to effective school-community relations. . . . Understanding as a process of support is a direct product of open communication" (p. 23). Communication can be either written or nonwritten and can occur either in a one-way or a two-way pattern dependent upon the intentions of the originator.

Written, one-way communication is represented by newspaper articles, letters sent to all residents in a school district, and school newsletters. Chaffee (1967) has stated:

> Mass communication provides an impersonal mode of citizen contact with schools that may help transcend social barriers. Those who do not participate in school-connected groups, find the mass media at least a partial substitute. If there is one clear deficiency in media coverage of education, as the public sees it, it is in the feedback to schools of information about the public. The press might well consider giving more attention to this feedback function, perhaps equal to its present level of coverage of schools (p. 734).

The importance of written, one-way communication has been addressed by many writers over the years (Bagin, Grazian, &

Harrison, 1977; Larson & McGoldrick, 1970; McCloskey, 1967; McLuhan, 1964; National School Public Relations Association, 1965, 1971; Shidle, 1965). Saxe (1975) has concluded that:

> It is important that the PR activities be honest and continuous. Information programs cannot be put forth sporadically at decision-making times (elections) or transformed by glamorizing the spokesman and the message. Full and honest public relations in more and different ways will be required (p. 201).

Communication through written means that is sent in a singular direction is the most common form of communication.

Nonwritten, one-way communication takes the form of mass-media presentations, school activities such as plays and athletic events, and open-house meetings. This form of communication provides an opportunity for the school to tell its story through activities over which it retains control. Like written, one-way communication, nonwritten, one-way communication has always been part of school-community relations.

Over the last 10 to 15 years, an increased awareness of the importance of two-way communication, both written and nonwritten, has become steadily apparent. Charters (1960) asserted that person-to-person communication and influence was a potent force in school-community relations. Although Coleman (1957) has noted that in times of conflict word-of-mouth communication may produce harmful effects when substituted for more formal communication, Atkinson (1971) suggested that:

> While it is essential to tell the public about the schools, it is also incumbent on educators to listen to the public's response to information and, after serious examination, to use the feedback to improve future communications (p. 27).

Two-way communication draws from the belief that clearer understanding results when both parties to an interaction are required to work at making the exchange of information successful (Raskas, 1977, p. 6). Activities that have resulted from attempts at two-way communication include the exchange of letters, home-school visits, parent-teacher conferences, and informal parent-principal coffees.

The processes of communication is found in both literature on written communication and on nonwritten communication (Mortensen, 1972; Schmuck & Runkel, 1972). In either case, communication is a key process. Saxe (1975) stated that:

> Communication is the main element in the process of school-community relations and the particular procedures of public relations are one aspect of this communication. The distinction is arbitrary to a large extent, but it does help to arrange the mass of data for study and discussion (p. 164).

Bowles and Fruth (1976) pointed out that communication must be open and clear and that the media and the message must be compatible (p. 176). While disagreement may exist as to whether one form of communication is more potent than a second, communication is the process through which interaction first occurs among the various subpublics of the school.

Involvement

The processes of involvement and participation, the latter being discussed in the next subsection, are often used interchangeably. To some, the processes are the same and center on attempts to bring people into the schools who customarily are not present in them. While some overlap in the two processes may exist, the process of involvement is primarily concerned with parents' contributions of time, skill, and expertise to the school. Participation, then, is the part that parents play in helping to make decisions at the school.

The concept of involvement has been discussed as an important part of school-community relations as it increases the support for the school of those who are involved. Mann (1976) has stated:

> The act of involvement requires the expeditures of some minimum amount of resources--time, concentration, intellectual and emotional expression. Investing personal resources is likely to increase one's commitment to the group being participated in, regardless of the outcome of particular decisions, simply because most people are loath to invest resources without receiving some benefits in return. If they do make the effort to participate and nothing happens, then their effort was wasted. Thus people tend to reinterpret unfavorable decisions as favorable or at least neutral rather than acknowledge the unpleasant outcomes of their own involvement. As involvement increases, so does support for the institution that was, after all, "good enough" to have made use of the involved person (p. 72).

Conant (1971) has also spoken of the value of community involvement in the schools:

> The profits can be enormous. Parents discussing and constructing curriculum materials under professional guidance learn about what the school is teaching and why. Parents working in the classroom as aides under the teacher's direction learn at first hand and by good example how different children are and how one can respond to their differences (p. 116).

Both of the above writers clearly recognize the importance of involvement.

Involvement most often appears in the form of parent volunteer programs. Carter and Dapper (1972) have stated that the role of the volunteer is, "directly involved in the very process of education itself--as visiting lecturers, kindergarten assistants, story tellers, readers of English themes, and, most of all, as tutors" (p. 48). Murray (1974) summarized the role of the volunteer as in-class helper, corrector of student assignments, library or media aide, classroom guest speaker, clerical helper, room mother, field trip chaperone, and contributor to social and fund raising events. Many other writers have discussed the parent volunteer form of involvement (Bartels, 1977; Johnson, Guinagh, Bell, & Estroff, 1977; National Education Association, 1972; National School Public Relations Association, 1973).

Two early writers have discussed the place of the parent-teacher organization in the process of involvement. Kindred (1957) suggested that a local, voluntary parent-teacher association is one of the best means available for achieving the partnership concept. Osborne (1959) stated that parent-teacher associations exist to provide an opportunity for members to work together harmoniously for the benefit of the child. More recently, Knezevich (1975) viewed the parent-teacher association as a public leadership agency which is concerned with developing closer relations between home and school, parents and teachers, so that they may cooperate intelligently in the child's education (p. 579).

While the distinction between involvement and participation may be somewhat blurred at times, both Fruth, Bowles, and Moser (1977, p. 282) and the National School Public Relations Association (1968) stress the role of involvement in increasing public support for educational innovations when the benefits of the innovation are made apparent. Involvement, with its focus on such activities as parent volunteers and parent-teacher organizations, is the process in school-community relations whereby community members are able to contribute time and resources to promote and aide the school program.

Participation

The process of participation is directly tied to the part parents play in the making of decisions. These decisions can affect their child alone, a group of children, the local school as a whole, and even the total school system. While voting behavior (Hamilton & Cohen, 1974) may be considered a form of participation, the emphasis here is on the frequency and the amount of participation. In schools, this participation occurs on a person-to-person basis at the local building level.

The value of participation to both the individual and to the institution is discussed by Mann (1976):

> A person who places a high value on himself is more likely to believe that an institution will be responsive to his input and is thus more likely to make such input. When the institution does respond, or even seems to respond, the person's estimate of both his own worth and of the institution's is reinforced, making further input even more likely. The cycle of self-efficacy and so on is probably more common, more powerful, and more socially significant in the direction of negative reinforcement than it is in the positive direction (p. 72).

The meaning of participation is also affected by its significance:

> There is a basic difference between community involvement [participation] as public relations and as shared control. Community involvement [participation] is successful when it is significant. The benefits to be derived are related to the opportunities offered; important opportunities will be rewarded by goal achievement. It should come as no surprise that what you get depends on what you invest (Mann, p. 102).

Mann has stated further:

> Community involvement [participation] may also be developed without a precipitating event. It can be a response to a government mandate, or it can be planned and initiated by educators or other concerned people. However, when it is initiated by professionals, especially by professionals who do not live in the neighborhood, then it is extremely important that neighborhood residents be encouraged to participate as soon as possible. Without that early participation, relevant information is greatly reduced and so is the crucial identification of the community with the involvement [participation] mechanism. An involvement [participation] mechanism can come into being as a logical extension of an existing group. Advisory groups or parents' associations have sometimes provided a successful foundation for more authoritative involvement [participation]. The advantages of building on these groups is the ready availability of experienced people. On the other hand, because the purposes and requirements of control sharing are different from those of more advice and traditional public relations, the features of the existing group (composition, topical focus, etc.) should be carefully reviewed and modified as necessary according to the topics dealt with here (p. 137).

If, however, participation does not take place, Milbrath (1965) has stated that, "Failure to participate contributed to . . . a sense of political impotence, and (the) lack of a sense of efficacy increases the probability that they (parents or citizens) will not participate" (p. 58).

The importance of participation has also been addressed by other writers. Cahn and Cahn (1971) have suggested that democracy is affirmed and alienation is eliminated when citizens have an opportunity to become participants in the educational system (p. 16). Gittell (1974) has explained that:

> No aspect of decision making should be totally isolated from consumer or citizen inputs and accountability. Any process which excludes participation of the people who are the recipients of the service and have a direct interest in policy decisions must end up lacking in responsiveness to needs (p. 2).

In an early text on school-community relations, Kindred (1957) related the value of citizen participation, mainly through advisory councils, as contributing to educational quality (p. 147). As he noted, these councils, while not always satisfactory, did demonstrate that laymen have a significant contribution to make to the advancement of education.

How participation is to occur has also been considered. Arnstein (1971) described eight levels in her "ladder of citizen participation" as: citizen control, delegated power, partnership, placation, consultation, informing, therapy, and manipulation. In a discussion of how a control-sharing arrangement may be distinguished from both weaker and stronger forms of community participation, Riles (1972) has stated:

> As participation is conceived here, with its possible combination of advisory and policy-making functions, there is no guarantee that community parents and residents would really have an effective role in the governance of programs in their local schools . . .
>
> With partnership described here as a division of authority, there is a sharing

> of the decision-making power--either in an informal arrangement (e.g., a set of understandings worked out with the local school board and administration) or a formal agreement (e.g., a legal contract stipulating the precise division of authority and responsibility) . . .
>
> With control conceived here as full authority in fiscal, programmatic, and hiring matters, the community board or authority legally replaces the central school board. Within the limits of state laws and municipal regulation, including any other agencies with which it must deal (e.g., the teachers' union), the community can operate its school or subsystem making such changes as it deems necessary and can afford (p. 118).

Lest all writers be seen as commenting on the more positive aspects of participation, Thompson (1976) has commented:

> Widespread popular participation in school matters presents a dilemma for schoolmen. Like the American system of government generally, school districts profess the democratic commitment. School governments are predicated on the belief that popular control over the instruments of governance is the primary guarantee against the usurpation and abuse of power; furthermore, school governments should be receptive to demands from the constituency and will benefit from popular participation in the governmental process. A look at the behavior of people in the school political process raises some rather discomforting questions about the viability of this ideal. For one thing, there is a high positive relationship between participation and dissent on both referenda and board elections. Large turnouts on school issues often bring out the "politically alienated" in the community. In those districts in which participation is high, dissent is also likely to be high, and many people will vote against

> the school. Thus it might be said that high participation indicates a depression of the level of community consensus on school affairs. Similarly, in school districts where there is a high rate of demand-presentation before the board, there is less consensus about the operation of the schools. Under these conditions the board and administrators operate under more stress and with much more internal conflict (p. 76).

As Ingram (1978, p. 93) has noted, school-community relations has been viewed by many authors as the participation by parents that is directed towards the attainment of common goals for their children's education. This would thus occur through the increase of parental contact with the school by the advocating of a partnership between parents and the school. Based upon the above writings, the process of participation focuses on the role played by parents and other community members in the making of decisions that affect the school and all of its members.

Resolution

The process of resolution is concerned with how problems are solved and how conflict is managed. Resolution is a key concept in a political system as it pertains to the manner in which decisions are made to determine (1) the use of available, scarce resources, (2) the value choices to be made regarding the educational program, and (3) the locus of power in the educational enterprise (Bowles & Fruth, 1976, pp. 168-69;

Fruth, Bowles, & Moser, 1977, pp. 263-64). However, schools are often ill equipped to handle this process. Minar (1967) has suggested that the isolation of education from other municipal functions has also meant that conflict and opposition could easily be mobilized against the lonely target of the educator rather than dispersed among numerous others. He has stated:

> The consequence of this situation is not only that demands are focused on specifics . . . but also that the authority system usually is not accustomed to being opposed and therefore lacks resilience. Conflict is likely to be a disorganizing shock. Whereas, in most democratic governments, structured conflict is recognized as the way the game is played, in school government it often seems to be regarded as a rude and foreign intrusion (p. 35).

In addition to the statement of Minar, other writers have also commented on the schools' inability to handle conflict. Zeigler (1973) reported:

> School systems are not equipped to deal with conflict, and therefore, respond to escalated demands defensively. Defensive reactions anger those who made the original demands, and thus conflict--normal in any well functioning system--becomes a cause célèbre. The constant brouhaha about schools should not mask the relatively routine nature of most educational decisions. City councils and legislatures deal with equally intense conflicts in the normal course of doing business. In contrast, school systems do not contain personnel emotionally or intellectually capable of handling conflict (p. 41).

Cunningham (1971) has stated:

> Inability to deal with discontent has caused school people to withdraw, to isolate themselves

> from their constituencies (even their students), and to communicate an intensely defensive posture. The tragic part of this phenomenon is that no one really wills that it be this way. Such institutional withdrawal and protectionist behavior is simply the natural response of an organism that has failed to locate an adequate coping capacity (p. 177).

To these writers, conflict is a process that may often be avoided by the public schools.

While conflict may be seen as a process representing problem after problem, it is not necessarily a process to be avoided. Gittell (1969) has stated:

> Some conflicts may well be healthy and, in themselves, may activate new elements in the community. If the goal is greater participation and citizen interest, conflict may be a necessary component. Such clashes should not be viewed as necessarily negative in their impact. They must be evaluated in terms of the goals set or the model of political relations considered most productive to developing responsive policies (p. 332).

Austin (1971) indicated that conflict can stabilize the gains from social programs:

> The political and social movements among black citizens that were strengthened through adversary patterns of participation were able to maintain those gains and move forward on an independent basis (p. 419).

Bloomberg and Kincaid (1968) have also concluded:

> Extensive efforts to optimize the understanding and operational skills of activist parents and to educate and train a majority of teachers and administrators to react positively to the new situation could minimize the disruptive consequences of such movements and projects and

> maximize their contributions to changes that enhance the educational opportunities and experiences of ghetto children (p. 11).

In a manual written for school principals, Mann (1976) has addressed the question of when to share control and what to expect.

He has stated:

> Conflict is not a sign of failure. The absence of unanimity does not mean something is wrong. Where interests differ and resources are limited, citizens should understand their differences, agree to a resolution of them, but not abandon the pursuit of their own interests. The informed consent of the neighborhood is as honorable a goal as consensus and, quite often, more realistic. There are different kinds of conflict. Some conflict accurately registers what people want the school to do. It signals the school about the different interests it must try to serve and provides valuable and constructive guidance. Then there is destructive or rancorous conflict in which people pursue their differences to the point that they are no longer willing to work together to solve common problems. That willingness to work together is the definition of "community," and it can be destroyed by uncontrolled conflict. There has been much less rancorous conflict in schools than the media's attention to newsworthy events might indicate. There are very few places where communities wish to replace professionals in operating the schools. Nonetheless, principals are right to be concerned about the possibility of uncontrolled conflict. Where it has destroyed communities (and careers and the teaching/learning environment), it has done so for two reasons that are directly relevant to this manual. First, no effective mechanisms existed to channel and resolve the conflict. Second, the people involved (lay people and professionals) lacked the experience necessary to handle their disagreements.

If there is a minimal level of conflict in a neighborhood, then establishing an involvement [participation] mechanism may be relatively costless. If there is already substantial conflict, then the presence of the mechanism can only help with an already difficult situation. But what about conflicts that develop--and escalate--after the group's establishment? What should the principal do about those? The answer is the same with or without a mechanism for community involvement. In large part, of course, it depends on the issue. The answer to the question "Who's right?" determines a great deal about the principal's response. But absent that information, the first reaction of most principals would be to mediate while staying relatively uninvolved. If mediation fails, if the stakes escalate, and if the principal joins in, then it is with the same risks as are always involved in conflict situations. When conflict is unavoidable, the principal's decision to become involved or not is a personal one. But the outcome of that conflict may depend on how carefully an involvement [participation] group was designed and supported by the principal.

The opposite side of the coin from visible conflict is neighborhood apathy. The political culture of some communities emphasizes respect for tradition and deference to authority. Such communities often appear to be very allegiant and quiet about educational matters until some grievance precipitates a change. Principals who work with these communities will need to build knowledgeable involvement [participation] prior to crises. Other communities are so alienated from their schools--and vice versa--that there is little of any involvement [participation]. A more common pattern is the situation in which the opportunities for involvement [participation] offered by the school to parents and other citizens are so trivial and so tangential that they do not elicit any significant response. Principals who use advisory

> committees to rubber stamp decisions that have already been made, who consistently override advice, or who never ask parents about policy questions central to teaching and learning should not conclude that their neighborhoods are apathetic. It is much more likely that the citizens have made a reasonable response to an unrewarding opportunity (pp. 134-35).

Other writers have also addressed the process of resolution through their discussions on conflict. Goldstein and Cahill (1964) indicated:

> In the idealized state of nature, no continuing structure exists for the settlement of conflicts. Instead, the parties must resort to hand-to-hand conflict. It is in order to avoid such costly conflict-resolution procedures, the application of which may prove more adverse than having one's demands left unsatisfied, that such ad hoc procedures are usually discarded in favor of standing bodies of specialized actors who will settle conflict at least cost to those concerned. Even in those instances in which we do not refer directly to a permanent body of men organized for the sole purpose of resolving conflict ("the government"), we have come to accept as governmental any socially standardized form of settling conflict--e.g., the show of hands (majority role) or the flip of a coin (unbiased chance affording equal opportunity)--which is almost automatically called into play even when the actors involved see no governmental agency as being relevant (pp. 176-77).

Banfield and Wilson (1963) explained that:

> Politics arises out of conflicts, and it consists of the activities--for example, reasonable discussion, impassioned oratory, balloting, and street fighting--by which conflict is carried on (p. 7).

Dye and Hawkins (1967) stated:

> A fundamental source of conflict is human diversity. Differences among men in the way they make their living, in their income and educational levels, in the color of their skin, in the way they worship, in their style of living, and so on, are at the roots of political life (p. 3).

Continuing this connection of conflict with politics, Froman (1962) commented:

> An underlying premise of all efforts to understand political processes is that politics arises out of the human situation. Man's physical needs and social wants constantly press against the scarcity of resources. Individuals have different wants and needs; and in the interaction with other people, the preferences of some individuals inevitably conflict with the preferences of others. Tensions frequently arise between men of differing preferences, particularly when insufficient resources exist to satisfy the wishes of everyone. Choices have to be made between competing demands. This is the source of social conflict--the seedbed of politics (pp. 1-15).

In an attempt to identify the three main classes of conflict, March and Simon (1964) proposed (1) individual conflict in the course of the decision-making process, (2) conflict between individuals and/or groups in an organization, and (3) conflict between groups and organizations.

Several authors have addressed their comments directly toward those in schools who must deal with conflict and its resolution on a daily basis: building principals and superintendents. Boss, Zeigler, Tucker, and Wilson (1976) discussed the skills needed by successful superintendents of schools:

> Whether conflict is in fact dysfunctional is not important. So long as conflict is perceived as threatening, management of conflict is a particularly valuable skill. It may be that conflict is a particularly valuable skill. It may be that conflict management is one of the more legitimate claims to expertise on the part of superintendents (p. 42).
>
> We believe that the superintendent makes decisions in order to maximize a set of preferences based on his own values. It is in the interest of the superintendent, however, to minimize partisan response or community conflict regarding decision outcomes. All superintendents learn to live with some pressure and conflict, but all prefer to minimize them. The superintendent is thus constrained by the community (partially through interest groups) in making decisions and must further act to manage conflict that does arise.
>
> We can specify three conditions that are necessary (and hence group activity) before decision-making conflict arises:
>
> 1. Decision outcomes are incongruent with community preferences.
> 2. Community mobilizes attempt to influence or constrain decision making.
> 3. Superintendent management of attempted influence is unsuccessful (p. 44).

Jennings' (1968) work has been summarized:

> Expressions of parental dissatisfaction or grievances directed against the schools are significant factors in producing changes within the system as well as a means of understanding the political

> relationship of parents to schools. The type of grievance, the mode of expression, and the means of communication were the main focus of his study [Jennings']. His findings show that the expression of parental grievances varies according to (1) the type of grievance (course content or events), (2) the social class of the parent expressing the grievance, and (3) the parent's degree of activism within the community or school (p. 364).

Turning more to the settling of conflict, i.e., resolution, Bailey (1976) stated:

> Beyond rhetoric, the negotiating skill also involves both the subtitles and psychic resiliencies associated with the ability to resolve or defuse conflicts--to talk people down from their "highs" of anger and mistrust. Negotiating also involves the most essential of all political talents: the capacity to bargain; to discover areas of agreement; in the nonpejorative sense, to deal (p. 93).

Sestak and Frerich (1968) viewed the principal as the harmonizer between the school and the community:

> It is necessary for him to bring people together into closer relationships and greater harmony with the school. He must know what groups exist, what their interests are, and what possible contribution each group could make (p. 120).

Finally, Carter (1975) has suggested:

> . . . a principal is involved in politics each time an effort is made to obtain support for, appease the demands of, or communicate with an individual, group, or organization . . . the way to obtain aid for the schools and to improve the instructional program is political (pp. 5-7).

In an examination of the writings of the above authors, Ingram (1978) has stated that the political aspects of school-community relations can be conceptualized in three dimensions:

> . . . (1) the school's interaction with the political leadership of the local, state, and national government; (2) community participation in educational decision making; and (3) the politics between two political systems: the school system and the community (p. 105).

Thus, resolution is the process that concerns itself with politics, with the solving of problems, and with the reduction of conflict between the home, the school, and the community.

Access

The goal of access is included among the processes of school-community relations for the purposes of this study. Access is concerned with the extent to which citizens can have their interests represented to those in a decision-making capacity. Carley (Milverstedt, 1978), when running for governor of Wisconsin, equated access with power:

> Power in great part is access to people who make decisions. Powerlessness is lack of access. Power is to effectuate, to bring about decisions which relate to public policy.

Iannaccone (1977) has discussed the loss of access in the creation of nonpartisan, at-large, elected, district-wide boards of education:

> The structure of government was restructured in such a manner that access to decision-making centers was convenient only for individuals and interest groups inclined to support the reform ideology because of their social class outlook. The reform and its doctrines made school districts structurally and ideologically less vulnerable to the urban neighborhood based political machine . . . weakening of the attendance area community depressing the influence of neighborhood groups of parents reduced site level access and the possibility to express concern for micro politics, building level issues, of the activity linkages between school-pupil-home of teaching and learning (p. 5).

> A political revolution in education simultaneously challenges the established structure for access to decisions and the belief in the legitimacy both of who shall decide and what values shall function as the premises for decisions (p. 6).

As access focuses on the representation of an individual's or a group's interests, the definition of representation and the actions of the representative play an important role in this concept. Mann (1976 has commented on representation:

> Common language definitions of representation usually run as follows: representation is, "acting for someone else," "doing something instead of someone else," "or acting on behalf of someone else." The shared thread is that of "representing," or making present again something that is not, in fact, available. Thus, someone acting as a political representative brings the wishes, interests, demands, and opinions of the constituents to the attention of decision-makers when those constituents are not themselves present. A good deal of the importance of representation comes from the fact that the constituents can virtually never be present themselves (p. 7).

Pitkin (1967) has discussed the behavior of the representative:

> The representative must act independently; his action must involve discretion and judgment; he must be the one who acts. The represented must also be (conceived as) capable of independent action and judgment, not merely being taken care of. And, despite the resulting potential for conflict between representative and represented about what is to be done, that conflict must not normally take place. The representative must act in such a way that there is no conflict, or if it occurs an explanation is called for. He must not be found persistently at odds with the wishes of the represented without good reason in terms of their interest, without a good explanation of why their wishes are not in accord with their interest (pp. 209-210).

The authors cited above discuss access as the ability to have one's interests, views, concerns, and opinions represented. The importance of shared views, and the role of the representative in acting when another cannot be presented has been considered. At times, as Iannaccone has shown, changes in organizational structure can actually limit the acces of some.

Access is a goal, or in this study a process/goal, which provides for the representation or presentation of one's interests to others. An individual or group can represent themselves or have someone act in their place.

Summary of Process Component

In this second of the three components in the home-school-community relations model, the process component has been identified as containing five processes and one goal in this study. They are analysis, communication, involvement, participation, resolution, and access. Each of these concepts has been defined and sources have been cited in which their basis may be found. Together, they provide the central focus for this study.

Goals

The goals of the home-school-community relations model include access, legitimacy, support, achievement, and child growth and development. The goal of access has been discussed in the previous section. In the definitions that follow, legitimacy and support were redefined for this study based upon the content validity process discussed in a later part of this chapter. The definitions for achievement and child growth and development are found in Bartels (1978, p. 20). The goals of the home-school-community relations model, as discussed in this section, are defined here:

> Legitimacy is a goal of home-school-community relations which assures acceptance of the school's decision-making capability, rightfulness to exercise authority, and trust in the validity of its mission.

Support is a goal of home-school-community relations which provides the necessary economic and political* resources from the school community in order that the school can achieve its mission.

Achievement is a goal of the home-school-community relations model which provides for optimal student performance in cognitive learning and the basic skills.

Child Growth and Development is a goal of the home-school-community relations model which provides for optimal physical, social, and emotional maturity of pupils.

The component of goals is based upon the statement of Etzioni (1961) that an organizational goal is a state of affairs which the organization is attempting to realize. As Parsons (1937) has reminded us, however, a goal is an image of a future state, which may or may not be brought about. The goals of access, legitimacy, and support may be considered as measures of the institutional aims of school-community relations while the goals of achievement and child growth and development are school performance concepts--the reasons why schools exist.

Legitimacy

The concept of legitimacy is difficult to define as its meaning changes from writer to writer. Legitimacy concerns itself with the ability of an institution, through its designated representatives, to make decisions. MacIver (1947) has focused on the rightfulness to make decisions:

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*In this study the measure of support will focus on economic resources.

> Letitimacy refers to (a) the sanctioned rights of some persons to make decisions, and draws on certain capacities of "rightfulness" possessed by the maker of decisions; and (b) to the approval rendered by certain groups in the community, by certain persons, or by all the people--i.e., referendum (p. 225).

Miller (1968) has considered legitimacy as the basis for authority and influence:

> The concept of legitimacy is also useful in describing the socially derived bases of authority and influence. Consideration of how decisions are made legitimate in the community has led to a concern with the relevant formal associations as they relate to the institutionalization of authority, and the informal life of the community as it affects the investment of social property in specific decision-makers. Likewise, the informal organization of the community may provide the means by which decision-makers may reckon with and negotiate with competing centers of authority and influence, and through which strategy is made possible (p. 311).

Moving toward the idea of acceptance of an institution by its members, Dahl (1963) has stated:

> When a political system is widely accepted by its members as legitimate, and when the politics of its officials and other leaders are regarded as morally binding by citizens, then the costs of compliance are low. Conversely, when legitimacy and authority are low, leaders must use more of their money, police, privileges, weapons, status, and other political resources to secure compliance (p. 32).

Looking at the study upon which this study is based, Ingram (1978) summarized legitimacy as the decision-making authority granted to an institution and the deference to perceived authority. He commented:

> Hence, legitimacy is a concept that is grounded in the decision-making authority granted to a person and/or an institution that to some degree is legally based. Persons affected by the decisions of that person and/or institution usually defer to this perceived authority. However, once a majority or a large minority of people view that person and/or institution as acting in an illegitimate manner, conflict arises and that conflict must be resolved in some fashion (p. 63).

Based upon the above works, the following definition of legitimacy was developed prior to the content validity process:

> Legitimacy is a goal of the home-school-community relations model which assures the acceptance of the school's decision-making capability and its rightfulness to exercise authority, the trust that it will fulfill its mission, and the efficacy of the school as an institution by its various supublics.

The final definition for legitimacy used in this study and included as a goal of school-community relations is one of acceptance (of the school's decision-making capability), rightfulness (to exercise authority), and trust (in the validity of its mission).

Support

The goal of support is the visible indication of the willingness of citizens to stand behind an institution and to back it with both political and economic resources. This backing is made evident through such devices as voting behavior and personal statements at public meetings. Mann (1976) focused on support as the increasing of affective and material support for the schools as their being generally worthy of assistance, cooperation, and reinforcement:

> Supporting the schools as an institution does not mean endorsing every feature or consequence of the status quo. Nor does it mean that support cannot be conditional on important changes. What support means as a goal of community involvement [or participation] is that the local school is an object generally worthy of assistance, cooperation, and reinforcement. Schools can survive on acquiescense, but they need support to succeed. Thus both communities and administrators share an interest in seeing schools become stronger, more effective places for teaching and learning (p. 71).

Addressing directly the commanding of resources, Iannaccone and Cistone (1974) stated:

> The issue engaging greatest attention on the agenda is that of commanding resources for schools--largely by mobilizing support for educational funds and developing conceptual models (particularly of state funding programs). Not only is this issue first in saliency for the profession, but it also influences the profession's stance on other issues (p. 20).

In his early work, Kindred (1957) concentrated on how tax support depends upon attitudes and opinions of the people. He has remarked:

> Local taxation is the principal source or revenue for school districts. Taxes are either paid directly to the district

> or else to the local government. In the latter arrangement, the school budget must be submitted to officers of the political corporation. This type of financial dependence often works a hardship, because funds are diverted from education to other forms of political service. Better support of schools is assured when the local board of education is empowered by law to levy its own taxes and appeal for funds directly to the people. In either case, however, the amount of tax support depends, in the final analysis, upon the attitudes and opinions of the people. If they do not possess a knowledge of school needs and conditions, they will not approve proposals for increasing the rate of taxes. The failure of school boards and administrators to supply them with accurate and understandable information, to establish communication, or to give them a part in educational and financial planning, has been responsible for the inadequate support of public education (p. 30).

How support is most visibly made apparent is summarized by Ingram (1978):

> The authors reporting on the concept of support indicated that the most commonly used measure of citizen interest in education is school elections. These elections may involve school board candidates, bonds, or referenda on particular issues. The significance of this support is illustrated by the funding level voters approve to finance educational programs (p. 68).

Unlike the case of legitimacy, the first definition of support developed for this study did not differ significantly from the final definition.

The definition first used was:

> Support is a goal of the home-school-community relations model which provides for the economic and political resources by various subpublics in the school community sufficient to achieve the primary mission of the school as an institution.

With a few minor changes, this definition became the basis for the final definition. Support is the goal of school-community relations that is concerned with the providing of resources by the school community for the school.

Achievement

The goal of achievement represents one of the most agreed upon purposes for the existence of schools. Downey (1960) has reported that:

> A surprising amount of agreement was found among educators and laymen in their perceptions of the tasks of the school. The intellectual task tended to be given first priority by all groups.

Mann (1976) has agreed with Downey, having stated that, "Students' educational achievement comes close to being the reason for the school's existence (pp. 68-77).

In an essay prepared for the Phi Delta Kappa Educational Foundation as part of their Bicentennial Year program, Bailey (1976) stated:

> The educational system might be defined as that combination of social institutions and facilities that are presumed to have

> as major purposes the discovery and inculcation of knowledge and values and the development of human skills and options (p. 2).
>
> Surely, one major social justification for formal schooling is its training of the young in those basic skills of language and computation essential to gainful employment and other purposive activity. Those who emphasize mastery of the basic skills as the major instrumental purpose of education rest their case in the essentiality of the three Rs in virtually all aspects and functions of human life, most especially in earning a living (pp. 52-53).

While the school may possess a purpose beyond that of academic achievement, agreement clearly exists upon this primary concern. The concept of achievement in home-school-community relations focuses on optimal student performance in cognitive learning and the basic skills.

Child Growth and Development

The final goal of school-community relations, child growth and development, represents what is considered to be the affective or personal dimensions of a child's education. In their classification of educational goals through a taxonomy of educational objectives, Krathwohl, Bloom, and Masia (1964) commented on this second concept of school performance:

> It was the other dimension of our specification--the types of human reaction or

> response to the content, subject matter, problems, or areas of human experience--which seemed most significant for our purposes. We had all made use of educational objectives, defined in terms of thoughts, feelings, and actions, as this second dimension. These embraced a range of human responses, including knowing about something, solving problems of various kinds, evincing an interest in some types of human experience, having an attitude toward some object or process, or expressing one's feelings and views on a variety of phenomena. Such objectives specify in operational terms the actions, feelings, and thoughts students are expected to develop as a result of the instructional process. It seemed to us that some way of classifying and ordering the types of responses specified as desired outcomes of education might be useful to a group of achievement examiners (pp. 1-2).

This idea of the human response was discussed by Tyack (1974) in his statement on the implication of the Brown v. Board of Education (1954) Supreme Court decision:

> In the Brown case the Court affirmed belief in the central "importance of education to our democratic society" as "the very foundation of good citizenship." Indeed, it was because the school was so crucial that segregation on the basis of race denied black children "the equal protection of the laws guaranteed by the Fourteenth Amendment." "Today," said the Court, schooling "is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any

> child may reasonably be expected to
> succeed in life if he is denied the
> opportunity of an education" (p. 279).

Dewey (1959) has remarked directly on the concept of growth:

> Since growth is the characteristic of
> life, education is all one with growing;
> it has no end beyond itself. The criterion of the value of school education
> is the extent in which it creates a
> desire for continued growth and supplies
> means for making the desired effective
> in fact (pp. 50-51).

The goal of child growth and development addresses the human response and the desire for continued growth that is shaped by the school. While difficult to measure, this goal is an important part of school-community relations for its attainment represents the hopes and aspirations of all members of the school community.

Summary of Goals Component

In this final component in the home-school-community relations model, the goals component has been identified as containing five goals: access, legitimacy, support, achievement, and child growth and development. The goal of access was defined in a previous section. The remaining four goals have each been defined here and sources have been cited in which their basis may be found.

Summary of Conceptual Framework

The conceptual framework presented in this section has been based upon a programmatic model for home-school-community relations. This model is composed of three components--programmatic elements, processes, and goals--that together form an integral whole. The model may be summarized (Raskas, 1978) as:

1. A planned program of activities with stated objectives, specifically assigned staff roles and responsibilities, and a framework for evaluation that would be organized based upon a systematic needs assessment.
2. A set of processes which are operationalized through the program of activities. These processes are analysis, communication, involvement, participation, and resolution.
3. A set of anticipated goals that may be attained based upon the program and processes. These goals are access, legitimacy, support, achievement, and child growth and development (Chapter one, p. 21).

The process variables of communication, involvement, participation, and resolution plus the goal of access derived from this framework are used as the first set of variables in the study. The process of analysis is not used as it represents a function normally performed by school personnel and as such would not be as useful as the other variables in determining parental perceptions of effective school-community relations. The goals of legitimacy and support provide the source of the second set of variables considered in the study.

In addition to the definitions of the variables of school-community relations previously discussed in this chapter, the definitions of school-community relations and achievement follow:

1. School-Community Relations is the outcome connoting reciprocal relations or interactions between home and school (Ingram, 1978, p. 112).
2. Achievement is either (a) a grade (A,B,C,D, or F) indicating a degree of accomplishment in school in reading, mathematics, or language arts or (b) a score on a standardized test like the Iowa Test of Basic Skills in reading, mathematics, or language arts.

Research Questions

Twelve research questions were developed to determine the relationship between school-community relations, community support, and student achievement. Parents' perceptions of effective school-community relations were obtained by administering a reliable and valid interview protocol to two sets of parents in the communities of Rural Village and Suburban Homes. The parents were asked to respond for themselves (personal) and for parents of the school more generally (global) to the questions contained in the parent interview protocol. The responses of the parents were then related to the academic achievement measures of their children. Personal responses were considered as primary research questions while global responses were considered as ancillary considerations.

In the twelve research questions that follow, the type of statistical technique (correlation or regression) used to analyze the data is indicated. The discussion of these techniques is contained in the following section on methodology.

1. What are the relationships among the five variables of access, communication, involvement, participation, and resolution in effective school-community relations in schools of varying socio-economic character? (correlation)

2. What is the relationship between the four independent variables of communication, involvement, participation, and resolution and the dependent variable of access in schools of varying socio-economic character? (regression)

3. What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of effective school-community relations in schools of varying socioeconomic character? (regression)

4. What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of achievement in schools of varying socio-economic character? (regression)

5. What is the relationship between effective school-community relations and achievement in schools of varying socio-economic character? (correlation)

6. What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of legitimacy in schools of varying socio-economic character? (regression)

7. What is the relationship between effective school-community relations and legitimacy in schools of varying socio-economic character? (correlation)

8. What is the relationship between achievement and legitimacy in schools of varying socio-economic character? (correlation)

9. What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of support in schools of varying socio-economic character? (regression)

10. What is the relationship between effective school-community relations and support in schools of varying socio-economic character? (correlation)

11. What is the relationship between achievement and support in schools of varying socio-economic character? (correlation)

12. What is the relationship between legitimacy and support in schools of varying socio-economic character? (correlation)

The twelve research questions may also be represented in a schematic drawing as shown in Figure 2-1. The diagram at the bottom of the twelfth question indicates which research question addresses the specified relationships.

Methodology

The basic methodology used in this research was open-ended and focused interviewing that utilized a previously validated and reliable instrument (Ingram, 1978) with some modification. In this section, the specifics of instrumentation, site selection, population and sample, data collection, and data analysis are covered.

Figure 2-1

Research Questions

(1-5)

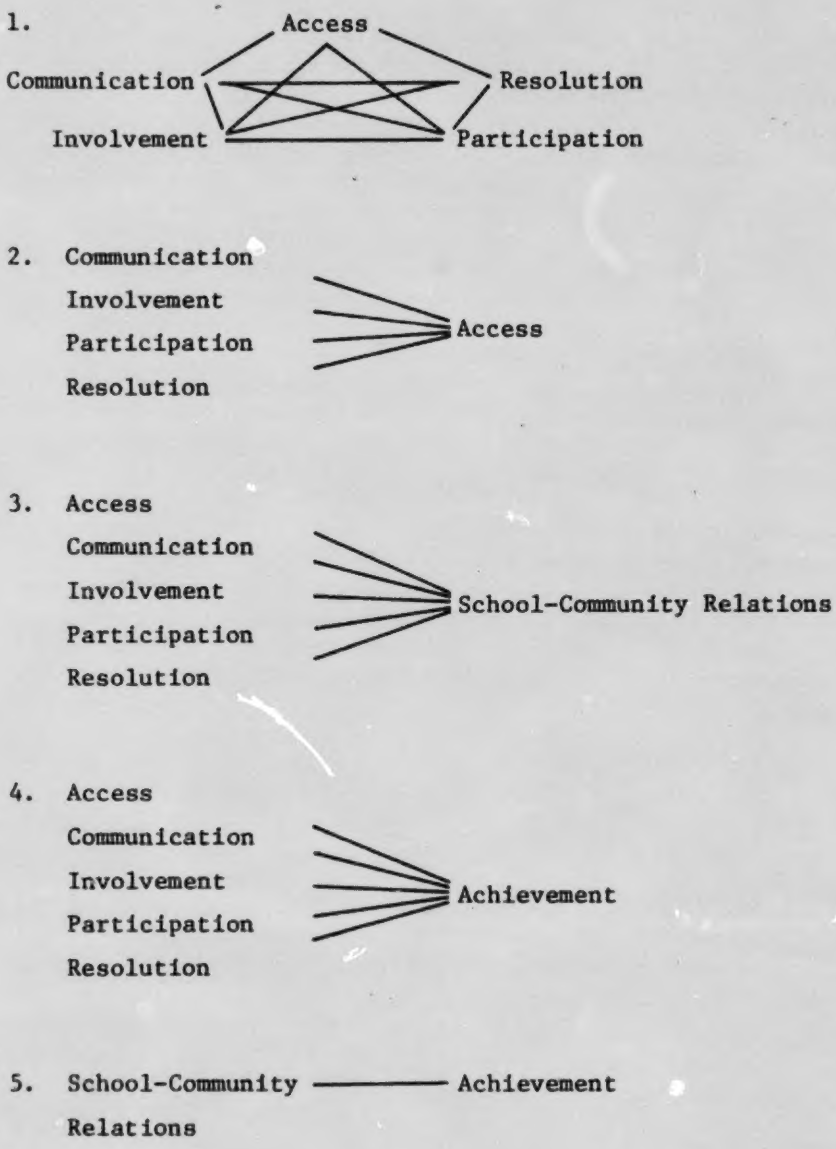

1.
Access
Communication
Resolution
Involvement
Participation
2.
Communication
Involvement
Participation
Resolution
Access
3.
Access
Communication
Involvement
Participation
Resolution
School-Community Relations
4.
Access
Communication
Involvement
Participation
Resolution
Achievement
5.
School-Community Relations
Achievement

Figure 2-1 (continued)

Research Questions

(6-12)

6. Access
Communication
Involvement ——— Legitimacy
Participation
Resolution

7. School-Community Relations ——— Legitimacy

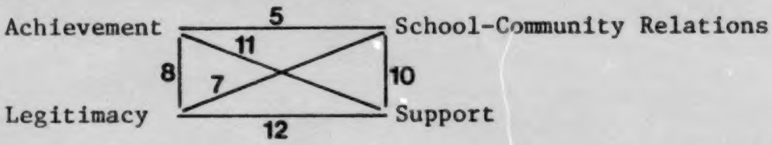
8. Achievement ——— Legitimacy

9. Access
Communication
Involvement ——— Support
Participation
Resolution

10. School-Community Relations ——— Support

11. Achievement ——— Support

12. Legitimacy ——— Support


Achievement
5
School-Community Relations
11
8
7
10
Legitimacy
12
Support

Instrumentation

In order to collect the necessary data for the study, three sets of instruments were employed. First, a case study interview protocol was used to gather information for the case study presented in the following chapter and to familiarize the researcher with the two research sites. Second, the parent interview protocol, with additional questions on support and legitimacy, was administered as the primary research device. Finally, an additional questionnaire designed to elicit a specific critical incident was utilized when time was available. Each of these three instruments is described in this subsection.

Case Study Interview Protocol

The purpose of the case study interview protocol, reproduced in Appendix A, was twofold: (1) to gather a complete description of the existing school-community relations program and (2) to provide the researcher with an introduction to the community prior to the random parent interviews. The contents of the instrument are reviewed below.

The case study interview protocol was designed to be used by both the researcher and by one or two assistants trained in interviewing techniques. The protocol is similar to that of the parent interview protocol, discussed more extensively in the following section, but omits the focused questions requiring a numerical response. In the case study interview protocol, 12 items were covered:

1. Introduction: Identification of the interviewer, purpose of the interview, use of interview data, and selection of the respondent.
2. Biographical: Educational background and current position of respondent and names of children in local schools if applicable.
3. Transition to the Interview: Request to focus on specific school chosen for the study.
4. Communication: How information is sent between the home and the school.
5. Involvement: How parents give time and skills to the school.
6. Participation: What part parents play in helping to make decisions at the school.
7. Resolution: What part parents play in helping to solve problems at the school.
8. Access: How parents are represented at the school.
9. School-Community Relations: A general question that allowed for additional comments and observations.
10. Referrals: A request for the names of other knowledgeable and informed persons who would be available for an interview.
11. Come-back or Telephone Contact: A request for a second contact if necessary for further information or clarification.
12. Letter of Thanks: A reminder to send a follow-up letter of gratitude for the time spent in the interview.

Each of these items received a different emphasis dependent upon the specific respondent. School staff members were asked to comment on specific roles and responsibilities for school-community relations while community members, who did not have elementary school-age children, were asked to focus on community interaction with the school. A note of reminder as to this distinction in emphasis was included in the protocol.

Although an attempt was made to cover all of the items on the case study interview protocol in each interview, the researcher and his assistant did not feel constrained by the instrument. At times, other questions about the school and the community were added informally as the purpose here was to gather background information and not statistical data. In each community, approximately 20 interviews were held using the case study interview protocol. The selection of respondents for these interviews is discussed later in the chapter.

Parent Interview Protocol

The primary research instrument used in this study was the parent interview protocol (see Appendix B). This protocol contains five basic parts: (1) the introduction to the study; (2) the open-ended questions concerning each of the five variables of communication, involvement, participation, resolution, and access; (3) the focused question on each of the above five variables; (4) a set of focused questions on the variables of support and legitimacy; and (5) the final question on the overall effectiveness of school-community relations.

The introduction to the study began with the collection of basic demographic data on the parent. Next, the objectives of the interview were covered along with the introduction of the interviewer, the use of the results of the interview, and the nature of the procedures for insuring confidentiality of the data. After student data was obtained as a check for any errors, a transition was made to the actual interview.

The main body of the parent interview protocol is the combination of the set of open-ended and focused questions on the five variables of communication, involvement, participation, resolution, and access. The reliability and validity of these five questions was determined by Ingram (1978). Reliability was assessed by a test-retest technique with 33 parents of elementary-age children (p. 121). The range in correlations obtained was from .81 for communication to .96 for access. Content validity of this section of the instrument was obtained by securing responses from a group of 33 practitioners and parents (pp. 118-20). No changes were made by the present researcher in this section of the instrument.

The exact procedures used in the second and third parts of the interview follow a specific pattern. Taking the first variable to be introduced as an example, the term communication was defined and parents were asked the open-ended question: "Can you tell me about communication at__________School?"

Substantive and procedural probes were utilized to elicit open-ended, in-depth responses and to concentrate the parent's attention on the specific variable. Substantive probes were used to acquire specific responses and to elicit factual information, e.g., whether personal letters sent home are used as a communications device or if other parents provide most of a parent's information. Procedural probes kept the interview moving and sought greater detail, e.g., changes over time, examples, places for improvement in current practices. All responses were recorded by taking notes directly on the interview protocol.

After the discussion was completed on each variable, the parent was asked to rate the effectiveness of the variable at the school. The variable was again defined, and then two focused questions were presented: (1) "How would you rate the effectiveness of communication between you and ________ School?" and (2) "How would you rate the effectiveness of communication between parents as a whole and ________ School?" The purpose of asking two questions was to determine if parents view school-community relations the same for themselves and for other parents. As this rating used a five-point Likert scale, parents had in hand a modified version of the scale (see Appendix C). This procedure of first asking an open-ended question and then following with the focused question was utilized for each of the five variables of communication, involvement, participation, resolution, and access.

The fourth part of the parent interview protocol introduced questions on support and legitimacy. In order to retain the high level of reliability and validity contained in the previous instrument, an extensive effort was made to properly word and test the new questions. To insure reliability, the format of both the definition of the variables and the focused questions closely followed that of the previous instrument (see Appendix B). The content validity of the questions resulted from contact with 32 practitioners and parents including professors of educational administration, nationally-recognized experts in school-community relations, parents of elementary school-age children, graduate students in educational administration familiar with the research effort, and school district administrators. Documents related to this effort include a letter to the reviewers (Appendix D), a summary of the study (Appendix E), the content validity questionnaire (Appendix F), numerical ratings on specific points addressed in the questionnaire (Appendix G), and a summary of comments on both the definitions of the two terms as used in the home-school-community relations model and on the questions to be employed in the parent interview protocol (Appendix H). Revisions were made as deemed necessary by the researcher and his faculty advisor.

The final part of the interview was the posing of the question designed to rate the overall effectiveness of school-community relations. School-community relations was defined, the parent had the modified Likert scale, and the two focused questions of personal and overall perception of effectiveness were presented. The interview concluded with a comment of appreciation by the interviewer and a request for any additional comments on school-community relations that were not covered during the course of the interview.

Critical Incident Questionnaire

In an attempt to determine what types of issues were of most concern to parents, an additional question was added to the random parent interviews shortly after the first few interviews were completed (see Appendix I). The critical incident technique was employed for this purpose. Noted briefly by Kerlinger (1973, p. 536), the technique of the critical incident is discussed fully by Flanagan (1954). He has stated:

> The critical incident technique outlines procedures for collecting observed incidents having special significance and meeting systematically defined criteria (p. 327).
>
> It is clear that the critical incident technique is essentially a procedure for gathering certain important facts concerning behavior in defined situations (p. 335).

> Such incidents (critical ones) are defined as extreme behavior, either outstandingly effective or ineffective with respect to attaining the general aims of the activity (p. 338).
>
> In summary, the critical incident technique . . . obtains a record of specific behaviors from those in the best position to make the necessary observations and evaluation (p. 355).

Although Flanagan has discussed several different ways in which this technique might be used, the emphasis in this study was on the selection of one specific incident or occasion which illustrated the process of resolution.

Site Selection

The selection of the two research sites for this study was based upon an attempt to replicate the Ingram (1978) study with the introduction of variance in the nature of the schools selected as research sites. Among the possible research sites, schools could be chosen that varied on such dimensions as socio-economic characteristcs, individualized versus traditional instructional programs, weak or strong programs of school-community relations, and differing community political types as suggested by the work of McCarty and Ramsey (1971) or McGivney and Moynihan (1969). As the previous study was conducted in a predominantly lower class, black school located in a large urban city, this study was conducted at schools that vary primarily by socio-economic status as a first attempt at replication and the further collection of data for the refinement of a model for home-school-community relations. In this section, the use of Iowa Test of Basic Skills (ITBS) information, the selection criteria, and the first site visits are covered.

ITBS Information

Because an important part of the study was a replication of the Ingram study, an emphasis was placed upon maintaining certain similarities among the research sites. The use of ITBS scores as the source of the standardized student achievement data created a need to identify those schools that administered the ITBS on a regular basis. After several false starts, a partial list of 175 districts or schools that used the ITBS at some time was obtained from a test publisher. This information, together with other sources of data, was used to generate a list of school districts by both county and region that suggested possible research sites.

Selection Criteria

Although it was clear that two school districts could not be found that perfectly paralleled that of the previous study except for certain socio-economic characteristics, certain selection criteria were established. These criteria included (1) a school-community relations program that was complete enough to allow for variance in how parents rate the program's effectiveness, (2) a sufficient amount of activities so that variance was evident in the rating of each of the variables of communication, involvement, participation, resolution, and access, and (3) a willingness to allow the study to take place within the stated research framework. While an attempt was made to secure research sites where a degree of stability existed in the tenure of the school staff and the building principal in order to assure continuity in the school-community relations program, the two sites selected were found to be acceptable for the main purposes of the study.

Site Visits

After the 175 schools that were on the ITBS list were organized, a series of meetings took place between the researcher and his faculty advisor. A review of the first list indicated that a possible 20 districts were potential candidates for the study. Additional information was gathered on each of the districts on such dimensions as student population, previous use of the ITBS, and the system for reporting student progress. Upon examination of this additional data, two districts were chosen for the first round of visits.

The first visit to each of the two school districts was made by the researcher and his faculty advisor after a brief telephone conversation with the school district administrator. At each of the two sites, a meeting was held with the district administrator and the building principals in the district. The study was described, the proposed parent interview protocol was distributed along with a copy of the previous study, and a case was made for the benefits of an impartial and objective study of school-community relations for the district. Although no questions were avoided, an attempt was made to focus on concerns relating to the decision to participate rather than on questions of specific details which could be handled more efficiently by the building principal and the researcher after a decision was made. Further site visits to additional districts were unnecessary as the school district administrator, the board of education, and the appropriate building principal all agreed to participate at each of the two sites.

Population and Sample

The population and sample for this study concerns itself with the method employed to identify the parents for the random parent interviews. After permission was obtained to undertake the study, two days were set aside at each research site in order to review student records. This review led to the generation of the population for the study and the subsequent selection of the sample.

Population Selection

The population for this study consisted of those parents in each school who had children that met three criteria: (1) enrollment in the fourth, fifth, or sixth grade, (2) at least four years of continuous school attendance in order to provide a continuity of instruction for the students and a continuity of interaction between the school and the home for the parents, and (3) complete school records. At Rural Elementary School, 203 students were enrolled in the fourth through sixth grades and 121 students met the complete population criteria. At Suburban Elementary School, 193 students were enrolled in the fourth through sixth grades and 127 students met the complete population criteria.

Sample Selection

In order to obtain a random sample from the two populations, 75 students were selected at each research site by using a random sampling program (Spuck & McIsaac, 1971). The number of 75 was chosen for the sample size in order to assure that at least 60 complete interviews would be obtained.

As a means of handling the student data for purposes of both the sample selection and the collection of achievement data, a form was developed (Appendix J) to maintain accurate records. For the purpose of sample selection, places for four sequential numbers were provided. While at first glance this may have been unnecessary, this simple method soon proved invaluable for keeping the myriad of records in order. The four possible numbers that a student and his or her parent might have include (1) a number signifying their place in the school universe of students in the fourth through sixth grades, (2) a number if the criteria for inclusion in the population were met, (3) a number if the random number process selected the population number, and (4) a final number for the statistical analysis process if a complete interview was obtained.

Data Collection

The procedures for data collection fall into three categories: (1) case study data, (2) parent interview data, and (3) student achievement data. Each is discussed in the following subsections.

Case Study Data

The collection of the data for the two case studies involved a certain degree of what McCall and Simmons (1969) call participant observation. They have stated that this method:

> . . . involves some amount of genuinely
> social interaction in the field with the
> subjects of the study, some direct observation of relevant events, some formal
> and a great deal of informal interviewing,
> some systematic counting, some collection

> of documents and artifacts, and open-endedness in the direction the study takes (p. 1).

The use of a case study approach was prompted by the need for an indepth analysis of current school-community relations practices in the two schools. As defined by Sax (1968), a case study is "any relatively detailed description and analysis of a singular person, event, institution, or community" (p. 288). Case study data was gathered for this study through an orientation visit with the school district administrator and the local building principal, the conducting of 20 interviews using the case study interview protocol, and the collection of documents and other additional information about the research sites.

Orientation Visit. After agreement was reached as to the undertaking of the study in each of the research sites, arrangements were made to conduct separate interviews with the school district administrators and local school building principals. A review of several previous studies (Bartels, 1978; Ingram, 1978; Klenke, 1975; Miles, 1975) provided a framework for a set of questions for this visit (Appendix K). The major areas covered in the visit included (1) district information, (2) school system information, (3) school site information, (4) arrangements for further data collection, and (5) the use of the completed technical report. In addition, names were sought for the formal case study interviews.

Case Study Interviews. At each school site, 20 interviews were conducted by the researcher and an assistant using the case study interview protocol. Based upon the orientation visits, a combination of teachers, nonteaching school staff members, school board members, parents known to be well informed about the school, and other members of the community were contacted by the researcher. In both locations, a few respondents were identified through referrals by the first set of respondents.

Collection of Documents. Throughout the period spent at each research site, an attempt was made to collect any possible documents that related to the research site. Local weekly newspapers, school newsletters, community histories, school surveys, and previous reports on the school or community were all gathered. Original, and in some cases unique, documents were loaned to the researcher at each site.

A final source of information for the case study was found in the researcher's presence in the schools. The opportunity to observe the school on a day-to-day basis added to the impressions necessary for the development of the case studies.

Parent Interview Data

As noted in the earlier discussion on instrumentation, the parent interview protocol was used to gather the parent interview data. The process of notifying parents with regard to the research project was accomplished via a letter (Appendix L) written on school letterhead that was approved by all four signers. After the letter was sent, a follow-up call was made by the researcher to set a time and place for the interview. A serious attempt was made to reach a large number of families where both parents would be available. This resulted in approximately 45% of the interviews being conducted with two parents at each research site. A thank-you letter (Appendix M) followed each interview and a notification of no interview (Appendix N) was employed when the necessary number of interviews for the statistical sample was obtained.

Achievement Data

The final source of data was that of student achievement data. Using a form (Appendix J) devised for this purpose, a set of data was collected for each student: (1) name and address, (2) dates of birth and enrollment, (3) telephone number, (4) ITBS scores for the most recent period in the areas of reading, mathematics, language arts, and cumulative rank, and (5) the numerical equivalent for letter grades in reading, mathematics, and language arts for the period which would correspond to the ITBS period. Letter grades were based on a four-point scale.

Data Analysis

The analysis of data for this study can be divided into field data and statistical data. The field data come from the case study interviews and the open-ended portions of the parent interviews. The statistical data come from the focused portion of the parent interviews and the student achievement data.

Field Data

In order to write the case studies that are contained in the following chapter, the various sources of information about the research sites were brought together and a set of preliminary conclusions were formed. With the reminder by Selltiz, Jahoda, Deutsch, and Cook (1962) that "the purpose of a report is not communication with oneself but communication with the audience" (p. 442), the field data was used to write a description of each community and the selected elementary school, the existing program for school-community relations, and some implications for the study. The writing of the case study through the examination and reexamination of the field data was guided by the statement of Lutz and Iannaccone (1969) that the researcher "brings his model by successive stages of approximation to the point where it embraces more of his facts than any other does" (p. 140). The case study in chapter three is such an approximation.

An additional source of field data, that of the critical incident, contributed to both the case study and to a subsequent analysis presented in chapter four. The critical data was analyzed through a continuum of concerns that ranged from that involving a single student to that affecting the total school population.

Statistical Data

The analysis of the statistical data contained in this study required the use of three major statistical techniques: coefficients of correlation (Pearson product-moment correlation), step-wise multiple regression, and path analysis. Each of these statistical techniques is contained in the computer program known as the Statisitical Package for the Social Sciences or SPSS (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975). The SPSS system provided a unified system for data analysis that allowed the researcher to perform the analysis in an efficient and convenient manner.

Correlations. The purpose of a correlation is to determine the relationship of one variable to another. Garrett (1966) has stated that:

> The product-moment coefficient of correlation may be thought of essentially as that ratio which expresses the extent to which changes in one variable are accompanied by--or are dependent upon--changes in a second variable (p. 125).

Pearson product-moment correlations were used to examine the relationships in research questions one, five, seven, eight, ten, eleven, and twelve. Each of these questions looks at the relationship between variables where a noncausal state of interaction might be expected to exist.

Regression. The purpose of a regression equation is to determine which of several independent variables best predicts the value of a dependent variable (Hays, 1973; pp. 616-19). The use of forward, step-wise multiple regression causes the variable that explained the greatest amount of variance in the dependent variables to be entered first; the variable that explained the greatest amount of variance in conjunction with the first to be entered second, and so on. Variables continue to enter this equation as they are able to explain the variance that remains unexplained by the previously entered variables. As noted by Nie et al. (1975):

> Independent variables are entered only if they meet certain statistical criteria. The order of inclusion is determined by the respective contribution of each variable to explained variance (p. 345).

In addition to its primary use as noted above, step-wise multiple regression is useful when interpretations are needed for path analysis. The procedure of forward, step-wise multiple regression was used for the remaining five research questions.

Path Analysis. The purpose of path analysis is to decompose and interpret (Nie et al., 1975, p. 383) the linear relationships among a set of variables. In this study, path analysis was used to determine whether certain selected variables of school-community relations (communication, involvement, participation, resolution, and access) acted as intervening variables that mediated the effect of the other independent variables (in the regression equations) on the dependent variables. The variables selected for this statistical treatment were chosen after the primary analysis of the data with forward, step-wise multiple regression.

Path analysis has been characterized by Goldberger and Duncan (1973) as:

1. Relating primarily to the analysis of nonexperimental data and the absence of laboratory or experimental controls,
2. Employing hypothetical constructs to specify presumed but latent variables which, though not always directly observed, are implied in the relationships with the observable variables, and
3. Utilizing a systems orientation reflected in the use of sets of interacting relational equations.

In order to utilize this statistical technique, the theoretical formulations of causal relationships within the program and any associated assumptions must first be made explicit. Then, path analysis provides a means of empirically testing the tenability and consistency (Ingram, 1978, p. 128) of the assumed relationships. Path anaylsis forces a sharpening and testing of the basis for the programmatic causal claims in the conceptual framework that underlies a research study.

While causation cannot be unambiguously demonstrated using path analysis, some causal patterns can be rendered more believable than others. Path analysis requires the construction of explicitly formulated alternative structural (causal) models which imply different patterns of relationship among the variables. It makes the underlying causal reasoning explicit in the form of path diagrams and structural equations. Regression analysis is then used to construct "path coefficients" (beta weights). Models that are inconsistent with the data are then rejected, while those not rejected are considered as plausible causal patterns to be further studied.

A set of assumptions have been made by Smith and Murray (1977) that have to be met in order to obtain valid results from an application of this statistical technique. They are:

1. A clearly defined, explicitly specified causal system which includes all relevant variables is assumed.
2. The form of the model must be correctly specified with variables ordered correctly from the point of view of both theory and measurement procedures.
3. Within the structural model a change in one variable is always a linear function of changes in other variables.
4. Dependent variables are assumed to be uncorrelated with each other.

5. Hypothetical, unmeasured variables are assumed to be continuous.

6. Measurements are assumed to have a high degree of reliability and validity (low measurement error).

7. The data must meet all multivariate regression assumptions including:

   a. interval scale measurement,
   b. homoscedasticity,
   c. relatively low intercorrelations among causal variables predictors,
   d. linear and additive effects among variables,
   e. residuals are uncorrelated with a mean of zero and unit variance,
   f. fixed effects independent variables (p. 6).

Each of these assumptions has been met by the data obtained by this study. The results from the use of path analysis are found, following those of the previously discussed statistical techniques, in chapter four.

Limitations of the Study

The major limitation associated with this study is that it is site specific. With the inclusion of the data from a previous study, the conclusions drawn are based on three schools and may be specific to them.

Related limitations might be found in the development of the conceptual framework, the interview instrument, and the possibility of unique incidents occurring at the various research sites. The conceptual framework may not hold beyond the first schools upon which it was originally based. The interview instrument may not be truly valid in obtaining accurate parent perceptions of school-community relations. Finally, a unique incident at one of the research sites may alter the general perceptions of the school community toward the school.

CHAPTER III

RURAL AND SUBURBAN ELEMENTARY SCHOOLS:
TWO CASE STUDIES

This chapter presents the two case studies of the communities of Rural Village and Suburban Homes. These case studies fulfill two functions. First, they provide a means of distinguishing between the two research sites; and, second, they serve as a possible source of explanation for the subsequent statistical findings. Each case contains a description of the community and the selected elementary school, the existing program for school-community relations, and some implications for the study.

Rural Village

Rural Village is a community in the process of change. Once a small, rural-oriented farm village located near a state forest, Rural Village is moving towards becoming a place where people from the city move out in order to live in the country and to escape the pressures of big-city life.

The Community of Rural Village

Rural Village is a rural community. Driving into Rural Village from the north one first encounters several large, open fields that are owned and operated by one or two families and cared for by a group of migrant workers who travel with the changes in the seasons and the requirements of the harvest year. After climbing a hill and seeing a sign welcoming visitors to "The Trail Ride Town," the local airport used for private planes can be seen along with the township hall.

Proceeding into the village itself, one passes several residential streets and soon comes into the main business area. "Main Street" includes a bank, a service station, a few bars and grocery stores, a fabric shop, a printing shop, and a small department store. On various side streets one may find the one good restaurant in the village, a snowmobile store, a farm implement shop, and several churches. In addition to the restaurant where customers may come from the neighboring smaller towns, there is also a cafe located on the outskirts of the village where local farmers come to gather throughout the day to exchange stories or information and to have a break from their chores. It was at this cafe that the researcher sat and wiled away the hours drinking coffee between interviews.

In order to complete the picture of Rural Village, one must drive away from the main village center and visit the outlying areas that are included in the greater Rural Village community. On one country road that leads out of the village one soon encounters a sign for Green Lake. This lake plays an important role in the dynamics of the community, for it houses a group of residents who are new to Rural Village. These residents often serve as alternative sources of opinions on both school and village matters. Once a place for small, summer homes, Green Lake now has some of the more expensive homes in the area. Included among the people who reside on the lake are several professors of education at a nearby public university who, together with their families, play an increasingly active role in the life of the community.

Besides those residents of Rural Village who live either in the village proper or on Green Lake, there are two other groups that play a key role in the life of the community. First, there are several farm families who maintain homes that have been passed down from father to son over many generations. Second, there are a group of individuals living in newer homes scattered throughout the countryside that have only recently moved to the area in order to "live in the country." This second group is composed of factory workers and middle-management supervisors; both of whom may commute up to an hour in order to reach their jobs. In addition to these two groups, Rural Village also contains its complement of welfare recipients, retired couples, and single-parent families. Together, these various groups compose the community of Rural Village.

One important factor in the mix of attitudes and events in Rural Village that continues to affect the complex relationship between the community and its schools is the feeling of tension which exists between the older families of Rural Village, some of whom have lived in the area since the late 1800s, and the more recent residents. While this tension has been lessening in the last few years as the newcomers have become more accepted and more involved in the life of the community, a person is still seen here as either an oldtimer or a newcomer dependent not upon his or her actual age, but upon his or her family ties to the area and length of residence in the community.

As part of this continual evolution of the community, a five-phased cycle of housing patterns and community growth has developed: (1) farms are subdivided as farm children leave for the cities to escape the rural life and the increasingly high cost of farming, (2) homes are built on the newly available land, (3) new families move from the larger cities to these homes in order to seek respite from the cities and their previous lives, (4) the children of these new families grow up and often leave the area due to a lack of employment opportunities, and (5) these new homes are again sold as there are no children left who want to stay or who will return to inherit the homes. This fifth phase feeds back into the second phase;

thus causing more homes to be constantly available. However, Rural Village continues to grow since more families are moving to the area than are moving away.

Clearly, Rural Village is a community in the process of change. To many residents, this change may be for the better. Where Rural Village was once a farm community and a "wide place in the road where people like to live," it's becoming a place where people are more involved now in rebuilding a community and reinstalling a sense of community pride and commitment. Rural Village can be said to be on the upswing from a town where people didn't expect much of themselves and their children to a town where more interest is being shown in both the community in general and in the schools in particular.

Rural Elementary School

The origins of the Rural Area School District can be found in historical documents that date back to July, 1852. Over the years the District has changed its boundaries as various towns joined together to provide for the education of their children and later regrouped as the population of the area both increased and shifted over time. The current boundaries were set in 1971 when the state Department of Public Instruction suggested to Rural Village that it become attached for school purposes to a larger city to the west. Seeking to maintain its relative independence, Rural Village consolidated instead with a neighboring village lying a few miles east of the nearby state forest to form the Rural Area School District. This district, which encompases 84 square miles and covers portions of three counties, is the current district.

Five schools are included in this school district. There are two small kindergarten buildings that serve each of the villages, an elementary school in the neighboring village that houses approximately 180 students, a high school for grades 9-12 that contains 350 students, and Rural Elementary School which covers grades 1-8 and has 700 students. While the district is small in student enrollment, it covers a large geographical area which requires an extensive bussing program to gather students from the more isolated corners of the district.

An important factor in understanding the School District is the high rate of administrative turnover that has taken place over the last seven years. Due to its small size and a diverse population which, until recently, would often either show no interest in the schools or else disagree with whomever was in charge, Rural Village has had a rapid succession of school district administrators and school principals. This, in turn, has led to a lack of continuity and cohesiveness in the school program. However, the present administration is seen as possibly providing the necessary source of leadership to bring a sense of stability to the school program.

As is often the case in a small district, two individuals are providing the needed impetus for change: the district administrator and the elementary school principal. The current district administrator is a former teacher in the district and has moved up the ranks over a twelve-year period. His role is that of process: opening up meetings, inviting people to participate in a previously closed system, and getting things done in a quiet way where before chaos and ill feelings were the norm. The current principal of Rural Elementary School is a newcomer to the area who has brought with him a willingness to consider progressive ideas coupled with an attempt to organize the school curriculum into a coherent plan of instruction. Together these two men are using the resources of both the teaching staff and the school community to tighten up and improve the school system.

One important past event that occasionally affects the current relationship of the school and the community is a teacher's strike that took place four years prior to this study. While the issue was not on matters of salary but rather on the procedures for nonrenewal of teacher contracts, a short strike did take place. This event has resulted in some ill feelings in the community toward certain members of the teaching staff. As time passes these hard feelings are fading away but still are remembered on occasion.

The story of Rural Elementary School is a story of change that resembles that of the community. Once a school that served a predominantly rural farm population, the school now serves a wide mix of students: farm children, professors' children, former big-city children, and the children of working-class families. This mix of students is reflected in the teaching staff that includes life-long residents of the area, people who have lived in the area for five to ten years, and a relatively younger group who are still in their first years of teaching and often commute to the school from the neighboring cities. While coming from a set of diverse backgrounds and experiences, both students and staff are slowly working together to bring a greater order and sense of mission to the school.

School-Community Relations Program

Rural Elementary School, like all schools, has both planned and unplanned activities that together make up the program of school-community relations. In the three subsections that follow, the program of school-community relations is discussed in terms of programmatic activities, nonprogrammatic activities, and the use of the five variables of school-community relations (communication, involvement, participation, resolution, and access). Following these subsections, selected implications for the study will be drawn from the preceding pages describing both the community of Rural Village and Rural Elementary School.

Programmatic Activities

A programmatic activity is a scheduled event or a regular practice that is a planned part of a program for school-community relations. While some programmatic activities may be less formal than others, the important characteristic of the activities described in this section is that they are planned for in the course of a school day, week, semester, or year. The activities that are described in this section represent a selection of the programmatic activities for school-community relations that take place at Rural Elementary School.

Rural Gazette. The Rural Gazette is the local weekly paper that serves Rural Village and the surrounding communities. In a typical issue one can find articles that pertain to both the school district as a whole and specifically to Rural Elementary School. Minutes of school board meetings, notices of upcoming events, a column written by the school district administrator, letters to the editor commenting on school-related issues, and reports of recent activities that occurred in the schools can be found in this paper. The paper serves as a regular source of information about the school and reaches many members of the community.

School District Publications. There are two major publications that are produced by the school district office that serve to inform people about the schools. First, there is the school district newsletter that is sent to each of the homes in the district on a monthly basis. This newsletter has taken several forms over the years but usually contains general information about the school's educational program and student actitivities. Second, there is a monthly publication sent to all of the employees in the district by the school district administrator in an attempt to dispel rumors and to insure that all staff members have an equal amount of information. This second publication may be referred to by staff members when they talk with parents and other community members.

Rural Elementary Parent Newsletter/Calender. Each month a one-page letter written by the school principal is sent home to parents. This letter contains the dates of upcoming events for that month, reminders of various school policies, short notices on how problems should be handled, and expressions of gratitude to those who have helped the school during the previous month. While short and simple, this publication is considered by parents as a very useful source of information about the elementary school.

Lunch with the Principal. Started on an informal basis, the lunch with the principal program is a regular monthly opportunity for parents to meet with the school principal. The lunches are held by grade level, and parents are urged to call the school for a reservation and attend when their child's grade is scheduled. These meetings take place in the school cafeteria during the lunch hour and are a time when the principal is available to answer questions and discuss the school program.

Christmas Events. There are two important Christmas events when parents are especially encouraged to visit the school. An annual Christmas concert is presented in December and is a time when school children can demonstrate their musical talents. The Christmas potluck supper is an informal time when families come to the school with a dish they are prepared to share with other families and school staff members. Both of these events are attempts to present the school in a favorable light within an atmosphere of celebration and good feeling.

Written Reports of Student Progress. There are two separate forms of written reports that are sent to parents on a regular basis in order to inform them about their child's performance in school. Four times a year a formal report card is sent home that indicates student progress over a set period of time. The second regular form of written communication is the progress report that is sent at various times. The progress report may be of either a positive or negative nature and is required by school board policy if a student is a potential candidate for a failing grade in any quarter. Both of these forms of written communication are supplemented by personal letters that may be sent home if necessary.

PTO Holiday Bazaar. An important event that has been held on an annual basis for the last several years, the Holiday Bazaar is the major fund raising activity sponsored by the local Parent-Teacher Organization (PTO). At the most recent bazaar, over 90 exhibitors of craft items were present and an estimated 5,000 shoppers packed the high school on a Saturday in November. The bazaar is a product of many months of preparation by PTO members and is mentioned most often by people as a major school activity. As one shopper commented, "this is Rural Village's big day."

Parent-Teacher Conferences. Twice a year time is set aside during the school day and into the evening for parents to come to the school and meet with their children's teachers. Although specific times are not arranged for appointments, many parents take advantage of this opportunity to visit the school. The importance of these conferences, as compared to other occasions when parents and teachers may meet informally, is that student progress and behavior are the stated topics of discussion. Both teachers and parents use this time to discuss problems that individual students may be having in school and to simply meet each other in order to see the other significant adults in a student's life.

Detention Program. The detention program is a specific component of the procedures established by the school administration and approved by the school board to handle problems of student behavior. This program utilizes both positive and negative forms of reinforcement for students. When students are involved in inappropriate behavior, certain privileges are withdrawn, and students are required to remain after school and to complete class assignments as may be necessary. In turn, a student who maintains a record free of detention marks is allowed to attend movies at the school and is eligible to participate in a major school outing at the end of the school year. Parents are informed when any detention marks are given to their children. Problems of a more serious nature then can be handled through the detention program are covered by a written set of procedures that may involve various members of the school staff.

Principal's Advisory Committee. A special committee was established last year in order to develop a set of "needs" (priorities) for the elementary school. After a meeting of thirteen community members with the school principal, five key needs were identified: (1) raise the basic skills requirements, (2) improve the safety for children going to and from school, (3) increase the amount of administration at the smaller elementary school, (4) integrate reading and mathematics into the content areas in other courses, and (5) coordinate the curriculum and prepare guides for teachers to cover the total K-12 grade range. The work of this committee has been supplemented by a planned program of written community surveys and an administrator evaluation program that is open to all school district residents.

Summary of Programmatic Activities. The programmatic activities for school-community relations at Rural Elementary School include many of the typical events that take place at any school. In addition to the activities already described, other activities include an open house in the fall, eighth grade graduation in the spring, room mothers to handle class parties, a few select parent committees that discuss specific issues, parent chaperones for field trips, and a block parent program. Other activities, such as an active band parents group, have been available in the past.

An important part of this summary of programmatic activities is a look at what does not occur. Looking at the school in this manner, two major elements can be found to be missing: the use of parent volunteers in the classroom and the active role of the PTO. While a few parents may assist teachers on an occasional basis, there is no organized program that matches parents willing to donate their time with teachers who might benefit from the extra help. Similarly, the PTO is a relatively inactive organization except for the highly successful Holiday Bazaar.

The lack of PTO activity is based upon such reasons as a feeling by some that the organization is run by a clique, a lack of recognition by the school that some people are willing to help, a feeling among teachers that their involvement in PTO is on a forced basis, and a general feeling of apathy on the part of the community as a whole except for a small segment of parents.

The recent change in administration at the school has brought with it a renewed interest in what occurs at the school. As noted before, the current elementary school principal is trying to develop a more open, extensive, and programmatic school-community relations program.

Nonprogrammatic Activities

A nonprogrammatic activity is an unscheduled event or an informal practice that is still part of a program for school-community relations. While some nonprogrammatic activities may be a common occurrence during the course of the school year, the distinguishing characteristic here is the unplanned nature of their existence. No one is responsible for their planning as none takes place. However, the activities described in this section are still an important dimension of the overall program of school-community relations at Rural Elementary School.

Informal Communication Networks. An important source of information about the school for many parents and other community members is the informal communication network that exists between neighbors, members of social clubs, or those who belong to community organizations. People who live in specific sections of the district may often share some of the same values about education and so may also share their opinions and pieces of information. Similarly, members of groups such as the local volunteer fire department, bowling leagues, citizen band radio clubs, and church social committees may include school staff members or their families and thus offer a ready means for obtaining information about the school.

Parent Visits. Whether to meet with a school staff member, drop off a forgotten lunch or mitten, or just to see what is going on during the course of a day, parents do come to visit the school. If a parent comes by for a brief stop at the school, he or she may take a few minutes to wander around and look through classroom windows. This opportunity to appear at the school without prior announcement often affords parents time to see the school in a normal setting rather than on a special occasion.

Contact with Office Personnel. During the course of the school year, most parents have some contact with the school office on matters ranging from an absence from school to a change in a child's bus route, acquiring information about a class field trip, or requesting a conference with a child's teacher. These contacts offer a parent his or her initial impression of the school and may affect the feeling that is carried back to other parents. At Rural Elementary School, members of the office staff were commented favorably upon by parents as being extremely helpful in providing information and helping to solve problems.

Calls to Parents. An important activity that is supposed to be undertaken by all school staff members is the making of calls to parents to inform them about their child's performance in school. Staff members are encouraged to call parents and in turn to return parents' calls when time is available. This crucial activity is also undertaken by the principal who often contacts parents to handle problems of discipline or to congratulate parents if their child has done a particularly impressive piece of work. These calls serve to forge an important link between home and school.

Summary of Nonprogrammatic Activities. Although fewer examples of nonprogrammatic activities have been presented here as compared with the previous section on programmatic activities, nonprogrammatic activities still play a key role in a school-community relations program. It is through these activities that many of the informal contacts between the home and the school are made. While parents may come to the school for a Christmas concert to see their child sing with twenty other children, they also come to meet informally with teachers and to visit with other parents. Nonprogrammatic activities are an unplanned but necessary part of a school-community relations program and are so acknowledged at Rural Elementary School.

Use of School-Community Relations Variables

A second framework that can be used to organize the wide range of activities that compose a school-community relations program is that of the five variables of school-community relations: communication, involvement, participation, resolution, and access.

Communication. Both written and nonwritten forms of communication take place at Rural Elementary School. Written communications include the Rural Gazette, publications of both the school district and the local elementary school, letters sent home by either the office or specific teachers, school work brought home by children, permission slips for class trips, and occasional progress reports. Nonwritten communications include both planned activities such as the open house, parent-teacher conferences, athletic or muscial exhibitions, and attendance at various meetings and such unplanned activities as conversations with children, visits to the school on a casual basis, discussions with neighbors, relatives, and friends, phone calls to and from the school on various matters, and chance meetings with school staff members either during or outside of regular school hours. Communication is either written or nonwritten information sent between the home and the school.

Involvement. Parents give up time to be involved at Rural Elementary School in several different ways. They may be room mothers for parties, bake for the Holiday Bazaar, try to be active in the PTO, accompany their child's class on a field trip, monitor the recess area, and assist a teacher on a one-time basis. Some parents included attendance at board meetings and school events as a form of involvement while others considered helping their children with their school work as a donation of time to the school. Involvement is the time or skills that parents give to the school by serving on school committees or organizations or by working on school activities.

Participation. The part parents play in decision making at Rural Elementary School is a limited one as most decisions are made by school staff members. One decision that was often mentioned was the fact that parents are able to request a different teacher if they are unhappy with their child's assigned teacher for an upcoming school year. This form of participation was seen as being the most influential part that parents could play in affecting their child's educational program. At certain times during the school year, specific parents would be contacted by the school administration for advice and input on impending decisions that would affect the entire school. Participation is the part that parents play in helping to make decisions about their child on such things as placement or discipline or helping to make decisions about the school through an advisory committee or PTO.

Resolution. The solving of problems at Rural Elementary School often occurs through a phone call to either the school principal or to a specific teacher. Most parents believed that the principal would approach a problem in a calm, rational manner and would operate in a fair way. While some dissatisfaction was expressed with the manner in which the previous principal would handle a problem, a few accused the current principal of playing "politics" or "arm twisting." Resolution is the way problems are solved, conflict lessened or avoided and differences settled.

Access. Being able to reach the principal, a specific classroom teacher, or to just talk with the school secretary was seen as being as easy as picking up the phone or dropping by the school during the day. While some parents may not have agreed with the decisions made at the school, all felt that they could always talk to someone at the school. Access is whether parents can directly or indirectly have their point of view, concerns, or interests represented at the school.

Summary of School-Community Relations Variables Usage. Although each of the five variables of school-community relations (communication, involvement, participation, resolution, and access) are represented above, the quality of their use must be determined by individual parents and community members. The same activity may be seen from the vantage point of more than one variable and is judged in turn by the relative importance of that variable to any single person. Rural Elementary School uses all five of the above variables, yet it is up to the individual parent to determine his or her own level of satisfaction with how the purposes of the variables are applied.

Implications for the Study

In the preceding pages, the first of the two research sites for the study has been discussed in terms of both the community and the selected local elementary school. Now that this description has been presented, it is possible to list several implications or conclusions about the research site that might affect the interpretation of the statistical data. These implications follow:

1. Rural Village is a community experiencing a change in its population. The community has moved in recent years from a homogeneous rural village to a heterogeneous grouping of families with differing values and goals.

2. Tension exists between certain subgroups in the community due to these differing values and the amount of time individuals have lived in the area.

3. The school system as a whole is on an upswing from a period of disruption and wide dissatisfaction with the school administration, school staff members, and the educational program. Stability is an important goal for the current administration.

4. Although programmatic activities for school-community relations do take place, there exists a certain lack of active involvement and caring for the school. Most parents are content to let the school do its job and would prefer not to be bothered any more than may be necessary.

5. A small minority of parents do play an active role in the life of the school. These parents are viewed favorably by the school principal and the district administrator as a valuable resource. Their involvment may gradually serve to demonstrate to other parents that involvement and participation in the school can lead to benefits for both themselves and for their children.

6. Nonprogrammatic activities for school-community relations support an informal network for communication that links together various subgroups. Some of these subgroups play an important role in the life of the school and in the acceptance of new programs or practices.

The meaning of these implications for the study suggest that Rural Elementary School serves a diverse population and has had a varied past. Still, the community remains predominantly rural in nature and presents a small school where children may come from families who have lived in the area for several generations or who have moved to Rural Village in order to escape the larger cities and establish roots in a new area.

If one phrase could describe Rural Village, it would be that Rural Village and its schools are in the process of change.

Suburban Homes

Suburban Homes is a planned, developed community. Begun as a federal governement land use project in the 1930s, Suburban Homes has continued to develop into a highly affluent suburb of a major metropolitan area. The emphasis in Suburban Homes is on planning and organization in both the community and the schools.

The Community of Suburban Homes

If a dominant theme exists that represents the community of Suburban Homes, it is one of planning. Examining the mutlitude of documents that have been written about Suburban Homes since its beginnings in the mid-1930s, a picture of a community where little is left to chance clearly emerges. Although the history of Suburban Homes is much shorter than that of Rural Village, its unique nature affects the perceptions of community members. Suburban Homes is not just another suburb of several that surround a large city; it has its own story to tell that sets it off from the rest.

Driving through Suburban Homes as a stranger, a person would see homes that range in value from $50,000 to $150,000. These homes are all relatively new and are set on a series of streets that are designed to reduce vehicular traffic through residential areas and to encourage pedestrians to use walkways between homes. The first clue to the planned nature of the community is in the names of the streets as each section of five to ten sidestreets has street names that begin with the same letter of the alphabet. Here, if your street name begins with a "B," you clearly live in one distinct section of Suburban Homes, i.e., the "B Section."

The history of Suburban Homes can be traced back to a deliberate decision of the federal government in the early 1930s to develop a set of model communities based upon English garden cities built in the late 1800s. These model communities would be built on farm land outside several large cities and would be based upon three objectives: (1) to demonstrate a new kind of suburban community planning which would combine many of the advantages of both city and country life; (2) to provide good housing at reasonable rents for moderate income families; and(3) to give jobs to thousands of unemployed workers on work which would result in a lasting economic and social benefit to the community in which the work was undertaken. The three objectives were clearly in the forefront as Suburban Homes was planned and built by the federal government.

Suburban Homes was begun by the acquisition of 3400 acres of farm land and uncleared woods. The community was laid out with a strip of green in the form of park lands, homes, gardens, and farms that would hopefully encircle the nearby urban area. The federal government included homes, schools, public facilities, and even a business area in its master plan for Suburban Homes. However, it purposely decided to leave the development of a pattern for the life of the community up to those who would actually live in Suburban Homes with the caveat that this responsibility would be that of the people.

The first residents of Suburban Homes were intended to be people from the nearby urban area who would have been financially unable to afford a home without government assistance and who would be willing to move into a new community without an existing pattern of community life being present. Many of the first residents were either laborers, professional and office workers, or classified as semiskilled. When the community first began, nearly 40% of the men worked in heavy and metal industries.

In their attempt to establish a community, the residents of Suburban Homes elected a committee for governance that eventually developed into the village board. Community organizations were also begun to handle other aspects of community life. These community organizations or their successors have continued to the present time and now number over 20 organizations ranging from civic and social groups for adults to scouting and marching clubs for youth. For almost all, there is a group to which one can belong in Suburban Homes if one looks long enough.

Although the federal government was the original developer and owner of Suburban Homes, a decision was made by the federal government in 1952 to transfer both the responsibility and the ownership of the community to private citizens. To the future benefit of Suburban Homes, individual houses were sold to their tenants and the remaining lands were transferred to a private corporation of four businessmen. Fortunately, these four businessmen were concerned with maintaining the planned nature of the community and directed all future development, including the current plans for the community, in a manner consistent with the original intentions of the federal government.

One major change in the planned development of Suburban Homes occurred in 1970 when a decision was made to allow the construction of a regional shopping center in the northeast section of the community. This shopping center contains five major department stores, 105 shops in an enclosed mall, and covers over 131 acres of land. While opposition to its construction was raised, the shopping center was viewed as a source of employment for community residents and a welcome addition to the tax base. Now, however, a change in state law has reduced the tax benefits and many residents feel that

Suburban Homes has not benefited as much as had been hoped for eight years ago. Opinions on this point are mixed as the problems of a large commercial complex drawing more people to the area must be placed against the added revenue from their presence.

Many of the original residents of Suburban Homes have continued to live in the community and provide a source of history for the area. While some tension existed in the past between these first residents and most newcomers, many of whom came during the growth period of the 1960s, this distinction has lessened over time.

As a means of remembering their past, the remaining original residents maintain a Pioneers Club. When the time comes to pass on their original homes in the center of the community, the first residents are often able to sell their homes to their children as many of them stay in the community to raise their own families.

The current makeup of the community has continued to be of families who wish to live in a suburban area that is close to a major city where employment, cultural activities, and recreation can be found. Presently, the population numbers an estimated 18,000 with the leading categories of employment being professional, clerical, craftsmen, and managers.

Suburban Homes is an area that prides itself on being a community where people are made to feel welcome. The special history of the community lends itself to an attempt to mark the origins of the community and to continue to preserve and further pursue the high standards for development which were set in the past. While the population of the community can only increase by a few thousand due to the nature of the building pattern, Suburban Homes is clearly an area where people care about their community, want to be involved in its upkeep, and are proud to say that this is where they live.

Suburban Elementary School

The boundaries of the Suburban Homes School District are coterminous with the community of Suburban Homes itself. Established at the time that the first residents settled in the community in the late 1930s, the School District now serves a student body that numbers over 3900 pupils in a K-12 system. In a recent report by the district administrator to the Suburban Homes school board, evidence of a declining enrollment in the elementary schools was presented. This decline in enrollment can be traced to the reduction in community expansion due to the completion of the major home building projects, the falling birth rate, and the gradual aging of the population. While decisions on school closings and other related measures have been postponed for a three-year period, some changes will be necessary in the future.

The organization of the School District is a simple one. There is one high school, one intermediate school for grades seven and eight, and four elementary schools that range in enrollment from 381 to 499 pupils. Each of the elementary schools covers grades K-6 and is run by a separate full-time principal.

One of the most important factors that influences the overall relationship of the community to its schools in Suburban Homes is the stable presence of the school district administrator. After serving in his present position for the last 14 years, the district administrator clearly sets the tone for the district through an emphasis on three practices: (1) hire the best possible teachers, (2) treat teachers as professionals, and (3) allow teachers and other staff members sufficient resources and flexibility to accomplish their tasks. These three practices, in turn, have lead to a stable relationship with the teachers' union, a sense that order prevails in the district, and a feeling that the district administrator is the person in charge and so accomplishes his job to the satisfaction of all.

While a turnover in the administrative team that runs the Suburban Homes schools does not occur on a frequent basis, a major transition did take place in the fall of 1977. After the retirement of the then high school principal, several other principals shifted their positions. The effect of this switch upon the research site, Suburban Elementary School, was that the former principal of Suburban Elementary School moved to the intermediate school while the then intermediate school assistant principal became the present principal of Suburban Elementary School. This in-house rotation was generally well received by the community as all of the administrators were rated highly and did not need to become adjusted to a new school system as would have been the case if individuals external to the system were hired.

The effect of the change in principals at Suburban Elementary School is difficult to judge as both men were considered to be qualified and able administrators. Each of them has a group of supporters; each has a small group of detractors. The current principal has become accepted and is seen as being involved with both children and staff members in trying to maintain the school's favorable reputation. His profile as an administrator suggests that his easy-going nature, desire for increased staff input on decisions, and concern for children is complemented by his ability to maintain his role as the person in charge of the school.

The presence of an able administrator, a well-qualified staff, and adequate resources to fulfill the school's educational mission are only one part of a school's picture. At Suburban Elementary School there is an additional set of feelings that contribute to the relationship of the school and the community.

This set of feelings can be contained in two words: individualization and warmth. First, a strong attempt is made with every child to structure an educational program, within the natural confines of the school, that will best serve the needs of the student and not necessarily the convenience of the school. Second, a strong current of warmth and mutual caring between and among students, teachers, and other staff members runs throughout the school. People care at Suburban Elementary School; they care about education, they care about children, and they care about each other.

School-Community Relations Program

The program of school-community relations at Suburban Elementary School includes both planned and unplanned activities. In the three subsections that follow, the program of school-community relations is discussed in terms of programmatic activities, nonprogrammatic activities, and the use of the five variables of school-community relations (communication, involvement, participation, resolution, and access). Following these subsections, selected implications for the study will be drawn from the preceding pages describing both the community of Suburban Homes and Suburban Elementary School.

Programmatic Activities

A programmatic activity is a scheduled event or a regular practice that is a planned part of a program for school-community relations. While some programmatic activities may be less formal than others, the important characteristic of the activities described in this section is that they are planned for in the course of a school day, week, semester, or year. The activities that are described in this section represent a selection of the programmatic activities for school-community relations that take place at Suburban Elementary School.

Suburban Homes Weekly. The Suburban Homes Weekly is a local newspaper that combines news about Suburban Homes with that of eight other suburban communities in the surrounding area. Each issue contains information about upcoming school and community events, official minutes of school board meetings, columns written by local writers, and pictures of children participating in some school-related activity. Since any news about the Suburban Homes School District would most likely affect some community residents, one can often find at least one front page article about the School District in a typical issue.

School Publications. The primary source of written information about Suburban Elementary School is found in the monthly newsletter written by the school principal and distributed to all parents. This newsletter is written in the form of a letter from the principal and includes such items as a list of upcoming events, reminders about school policies, and requests for cooperation with the planned school program. In addition, notes are sent home on occasion to inform parents about specific projects or class trips in which their children are taking part. A district-wide annual report is distributed by the school district administrator to all members of the community as a yearly display of the district's programs. Finally, the school principal uses a monthly handout to remind school staff members of future plans and to congratulate them for successful programs that have been completed.

Reporting Student Progress. The formal means of reporting student progress at Suburban Elementary School takes place through a combined system of written report cards and regularly scheduled conferences. Each student is evaluated four times a year as a written report card is sent home in January and June while a parent-teacher conference is planned for the months of November and March. While the second conference is optional, each parent is thus assured of regular reports about his or her child. Both the written report cards and the planned conferences are supplemented by phone calls and notes sent on a two-way basis between parents and teachers. Currently, the written report card is being evaluated for possible revision by the school principal and other staff members.

Parent Coffees. Five or six times a year a parent coffee is sponsored by the Parent-Teacher Association (PTA) where the principal is available to meet with parents and discuss a specific topic. The expected attendance for these coffees is 10 to 20 parents with such topics as reading, report cards, and the qualities of a good teacher being covered. Besides providing parents an opportunity to concentrate on one selected topic, these group meetings allow parents to air any complaints or ask questions on other aspects of the school program. Since a few teachers are also usually present, these sessions are a time when parents and school staff members can meet as a small group to exchange information and share mutual concerns.

Parent Volunteers. There are many opportunities at Suburban Elementary School for parents to volunteer their time and skills. Room mothers are assigned to each room to arrange for class parties and to schedule parents for conferences. Nurse's aides staff the nurse's office in her absence in order to provide a place where children can go for minor medical problems or to rest during the school day. Block parents are prepared to offer refuge for children on their way to and from school. Teacher Moms help children on a one-to-one basis in their class work as directed by school staff members. Parents with specific vocational or cultural backgrounds often share their experience and training with classes on a regular basis. Through these and other activities, parents are constantly present at the school.

Parent Meetings. In addition to the coffees with the principal and the conferences with teachers, there are several other occasions during the school year when parents come to the school for some type of gathering. At the beginning of the school year each teacher conducts a room meeting for all parents at which time the year's program is presented and parents are encouraged to raise any questions that they may have about a class. Concerts are held at Christmas time and in the spring to present the school's musical groups and an open house is held in March so parents can visit their children's classroom and see the results of their work. During the spring, a special effort is made to reach parents of pre-kindergarten and pre-first grade children through a series of coffees with the principal and appropriate staff members. All in all, many opportunities exist for parents to visit the school and learn about its program.

Class Presentations. At least once a year each class or grade is encouraged to offer some form of public presentation that reflects what has been studied during the year. This presentation is seen as a culminating activity for some major area of study and is often well attended by parents. A recent program on the environment was of high enough value that mention was made of it by a county-based group. These presentations are a positive experience for both children and parents.

Suburban Elementary School Parent Survey. In May of 1978, the school principal sent an informal survey to parents in order to obtain some feedback about the school. A majority of the questions focused on the ability of parents to maintain communication with the school and the relative fairness of school rules that pertained to students. Most parents felt that they were welcome at the school and that it was easy to contact both the principal and teachers when necessary. However, some dissatisfaction was expressed with regard to the ways in which parents are informed about their child's program, the reporting system for student progress, and the extent of familiarity with school rules. Looking over the results of the survey, the large majority of parents were highly satisfied with the efforts of the school staff to provide a superior educational program for their children.

Parent-Teacher Association. The Suburban Homes Parent-Teacher Association (PTA) was organized as a separate organization approximately five years ago. Prior to this time there existed one large parent organization that served all of the schools in the district. In an attempt to concentrate their efforts on their own children, each of the four elementary schools established a separate group to fulfill a similar set of functions. Since the parents at Suburban Homes wanted to maintain contact with a national source of information and legislative representation, the parent organization at Suburban Homes is a formal member of the National PTA body.

The primary purpose for the Suburban Homes PTA is that of a service organization which is dedicated to helping children and their school. All of the PTA's fund raising activities are centered around providing additional materials for the school. Included among these activities are a book fair, the sale of sweatshirts and t-shirts imprinted with the school's name, a bake sale, and the selling of food to students on the school Olympic Day held during the spring. Some of the other activities sponsored by the PTA are an ice cream social for parents at the March open house, an annual party for the school cadets (street crossing guards), the sixth grade breakfast in June, and various coffees held with the principal.

One important issue that is handled by the PTA is that of the bussing program. Due to the geographical location of the school, it is necessary to bus approximately 60% of the students to the school each day. For various reasons, this recent need to bus students has brought with it problems of unsafe routes, late buses, and some inappropriate student behavior. The PTA attempts to handle bus complaints by individual parents and channels them to the appropriate school personnel. While these problems are not welcome by anyone, school staff members are pleased to let the PTA concern themselves with trying to find some solutions to a continuing source of irritation and ill feeling.

Summary of Programmatic Activities. The programmatic activities for school-community relations at Suburban Elementary School include a wide range of events and organized opportunities for interaction. A few of the other activities not discussed above include a drive to collect soup can labels to exchange for audiovisual equipment, a teacher and staff appreciation luncheon which is a new event this year, a PTA newsletter, and an extensive program for recreation sponsored by a combined school and community committee.

Nonprogrammatic Activities

A nonprogrammatic activity is an unscheduled event or an informal practice that is still part of a program for school-community relations. While some nonprogrammatic activities may be a common occurrence during the course of the school year, the distinguishing characteristic here is the unplanned nature of their existence. No one is responsible for their planning as none takes place. However, the activities described in this section are still an important dimension of the overall program of school-community relations at Suburban Elementary School.

Parent Presence at the School. One of the prime motivating factors that caused parents to be involved in school activities at Suburban Elementary School was the fact that their involvement gave them an opportunity to be present at the school and thus acquire firsthand information about what occurred during the course of a school day. Although parents are welcome to visit the school at any time, many felt that being involved in some activity provided them with a legitimate reason for their presence. These parents serve as an important source of information for other parents and share what they see and learn with their friends.

Contact with Office Personnel. When a parent attempts to establish contact with a staff member at Suburban Elementary School, he or she must first speak with one of the two secretaries in the school office. The impression of parents and other community members after meeting school office personnel will often affect their future relationship with the school. Here, a consistent level of praise for the office personnel at Suburban Elementary School suggested that a favorable first impression of the school was frequently obtained and that many minor problems were easily handled by this first level of contact.

Contact with Teachers. In addition to the time that is formally set aside for parents to meet with teachers, both parents and teachers are encouraged to maintain contact during the course of the school year. Calls are frequently made between teachers and parents in an effort to share information and to keep both parties informed about a student's progress. Teachers are encouraged to write and call parents in order to provide both positive and negative feedback on what is happening in their classes. However, most contacts are more often made when a problem arises and not as often when some success is achieved.

Contact with Students. One group that is frequently overlooked as an important link in the relationship of a school and its community is that of the students themselves. No other group is as able to offer their impressions of what has happened at school on any particular day than the students who attend the school. Although some students will offer more information than others, students are still the first source of information for most parents. How a student feels about his or her school will surely color the viewpoint of a parent. While some parents are able to balance their child's remarks with the comments of others in the community, the students of Suburban Elementary School are walking representatives of the school.

Summary of Nonprogrammatic Activities. The major source for the nonprogrammatic activities for school-community relations that take place at Suburban Elementary School are the informal contacts that take place between and among the various members of the greater school community. In the casual conversations and the unplanned observations that take place during the course of a day, parents, teachers, and students all form their own impression of the school. While Suburban Elementary School pursues an active program of planned activities for school-community relations, it is through the informal, unplanned interactions that many school community members form their most important conclusions about the school.

Use of School-Community Relations Variables

The second framework that can be used to organize the wide range of activities that compose a school-community relations program is that of the five variables of school-community relations: communication, involvement, participation, resolution, and access.

Communication. Written and nonwritten forms of communication both have their place at Suburban Elementary School. The Suburban Homes Weekly, the monthly letter from the principal, the PTA newsletter, and notes brought home by children are the major forms of written communication. Nonwritten communication occurs at both planned times such as parent-teacher conferences and room meetings and at unplanned times such as with phone calls to parents, conversations among neighbors when one in the group has recently visited the school, comments of children around the dinner table, and meetings with school community members in shopping centers or at various school social affairs. Communication includes both written and nonwritten information sent between the home and the school.

Involvement. The majority of opportunities for parents to give up time to Suburban Elementary School are channeled through the endeavors of the PTA. Since the PTA is primarily a service organization, these activities center around parents serving the needs of the school. The wide range of activities in which parents can become active include fund raising, tutoring, organizing for future events, and assisting the school with such burdens as chaperoning field trips or covering the nurse's office. Involvement is the time or skills that parents give to the school by serving on school committees or organizations or by working on school activities.

Participation. Although some parents consider their presence at a coffee with the principal as an opportunity to play a part in decision making, most parents are limited in this respect. While parent participation is mandated (and occurs) in the case of designing an educational program for a child with exceptional educational needs, many parents clearly stated that the school was the one that made the decisions about their child's placement in a teacher's class and the general design of the educational program. Parent participation in building-level decision making was not seen to occur even through the PTA. To many parents, the part they played in making decisions was a minimal one at best. Here, participation is the part that parents play in helping to make decisions about their child on such things as placement or discipline or helping to make decisions about the school through an advisory committee or PTA.

Resolution. Resolution is approached differently by parents as it concerns the solving of problems. Often, parents may be the first to see a potential problem and so would call the school in order to seek some resolution. After a problem was identified, most were solved through some informal process without necessitating a major conference. Many parents expressed the view that resolution was not of major concern as few, if any, problems ever had arisen. Resolution is the way problems are solved, conflict lessened or avoided, and differences settled.

Access. Parents are able to be heard at Suburban Elementary School through a variety of methods. While a scheduled conference could easily be arranged, most parents felt that they could just as simply pick up the phone or walk into the office if a need arose. Although problems might require some time to work out, parents clearly felt welcome at the school and found it easy to contact either a teacher or the principal if it was necessary. Access is whether parents can directly or indirectly have their point of view, concerns, or interests represented at the school.

Summary of School-Community Relations Variables Usage. Each of the five variables of school-community relations (communication, involvement, participation, resolution, and access) are a part of the school-community relations program of Suburban Elementary School. However, the extent of their use and effectiveness must often be judged by the individual parent or community member. While each of the variables may be brought into play during the course of a school year, it is through the informal contacts and the nonprogrammatic activities that their usefulness is determined.

Implications for the Study

In the preceding pages, the second of the two research sites for the study has been discussed in terms of both the community and the selected local elementary school. Now that this description has been presented, it is possible to list several implications or conclusions about the research site that might affect the interpretation of the statistical data. These implications follow:

1. Suburban Homes is a community that has continued to maintain an atmosphere of planned development since its beginning. This planning is carried out in the design of the streets, the types of homes that are built, and the approach to the operation of the public schools.
2. The residents of Suburban Homes are proud of their community and have often chosen it over other similar communities in the same geographical area for its beauty, its planned development, and its schools.
3. The values of community members are often similar and include strong support for the community's schools. Parents support the teachers as the teachers provide a good education for the children.
4. The school system as a whole is run on a professional level with kids, teachers, and administrators all liking each other. Mutual support is clearly evident.
5. A wide variety of programmatic activities for school-community relations exists and many parents are able to play an active role in the life of Suburban Elementary School.
6. Participation by parents in making decisions about their child's educational program is often preempted by school staff members.
7. Nonprogrammatic activities for school-community relations take place through a series of contacts school community members have with each other during the course of the school year.

The meaning of these implications for the study would suggest that Suburban Homes is a stable community where residents have made a deliberate decision to settle down and establish some roots. Although still relatively young, the community has carried out a carefully planned program for development that has brought with it a high quality educational system. While some problems may exist, most residents would agree that in Suburban Homes planning, control, and professionalism are the keys to the continuation of excellence.

Chapter Summary

The purpose of this chapter has been to present the two case studies of Rural Village and Suburban Homes. Each of these communities has been described and the program for school-community relations has been covered. Rural Village is a community in the process of change. Suburban Homes is a planned, developed community. How these communities are represented in a quantitative rating of their school-community relations program and its effect upon student achievement and community support are the subject of the following chapter.

CHAPTER IV

FINDINGS I: RESEARCH QUESTIONS ANSWERED

This chapter presents the analysis of the data gathered in response to the 12 research questions. The chapter contains three sections: (1) the results of the 12 research questions, (2) the introduction of the findings from the previous study for Big City, and (3) the summary for the 12 research questions based on both studies. Each of these sections is described in the following pages.

Research Questions

Based upon the work of the Wisconsin Home-School-Community Relations Project, Ingram (1978, pp. 110-11) developed five research questions in order to determine the relationship between school-community relations and student achievement. With the addition of community support for schools as the third variable, a total of 12 research questions are covered in this study. Each of these questions is addressed separately in this section.

In order to discuss each of the two schools chosen for the study, the results that follow consider Rural (Elementary) School first, Suburban (Elementary) School second, and finally the two schools combined (Rural and Suburban Schools) for each question. Because the personal responses are considered as the primary questions, and the global responses are ancillary questions, only the personal responses are discussed in the text for each question. The data for all global responses may be found in Appendix O.

Interpretation of the Tables

The two statistical procedures utilized to perform the analysis of the data were Pearson product-moment correlations and step-wise multiple regression. Since a series of tables are used in the chapter to present the data, each of the two types of tables is briefly introduced before the research questions themselves are discussed.

Correlation Tables

Research questions one, five, seven, eight, ten, eleven, and twelve require the use of correlation tables. In this study, correlation coefficients of .10 to .29 are considered low, .30 to .49 moderately low, .50 to .69 moderately high, and .70 and above are considered high. The .05 level of significance is utilized to indicate statistical significance; therefore, correlations found not to be significant at the .05 level will not be discussed in the text.

Regression Tables

Research questions two, three, four, six, and nine require the use of regression tables. The tables show for each step the name and the order in which the independent variables entered the equation. The percentage of the variance of the dependent variable explained by the independent variables (R Square) is found in the first column. The second column (R Square Change) contains the percentage of variance change each of the independent variables explains of the dependent variable. The fourth column (Beta) shows the strength of the relationship between the independent variable and the dependent variable. The F-test value for significance of the combination of the independent variables is shown in the last column. Where the value obtained on the F-tests of the relationship between the independent variables and the dependent variables was found to be statistically significant, the value is identified with one or two asterisks that represent the level of significance.

Research Question One

> What are the relationships among the five variables of communication, involvement, participation, resolution, and access in effective school-community relations in schools of varying socio-economic character?

Rural School

The findings related to this question for Rural School are found in Table 4-1. Communication correlated low with three variables (r = .23 participation, r = .22 resolution, r = .22 access) and moderately low with one variable (r = .41 involve-

Table 4-1

Correlations Among the Variables of School-Community Relations (Personal) Rural School (N = 62)

Variables	Involvement	Participation	Resolution	Access
Communication	.41 (.001)	.23 (.037)	.22 (.044)	.22 (.045)
Involvement		.03 (.421)	.13 (.163)	.18 (.080)
Participation			.25 (.025)	.24 (.028)
Resolution				.26 (.020)
Access				

Note. The top number in each column represents the Pearson correlations.

The numbers in parentheses represent the level of significance for the correlations.

ment). Involvement correlated moderately low with one variable (r = .41 communication). Participation correlated low with three variables (r = .23 communication, r = .25 resolution, r = .24 access). Resolution correlated low with three variables (r = .22 communication, r = .25 participation, r = .26 access). Access correlated low with three variables (r = .22 communication, r = .24 participation, r = .26 resolution).

Suburban School

The findings related to this question for Suburban School are found in Table 4-2. Communication correlated low with one variable (r = .22 involvement) and moderately low with one variable (r = .42 participation). Involvement correlated low with one variable (r = .22 communication) and moderately low with one variable (r = .37 participation). Participation correlated low with one variable (r = .29 resolution) and moderately low with two variables (r = .42 communication, r = .37 involvement). Resolution correlated low with one variable (r = .29 participation) and moderately low with one variable (r = .49 access). Access correlated moderately low with one variable (r = .49 resolution).

Rural and Suburban Schools

The findings related to this question for Rural and Suburban Schools combined are found in Table 4-3. Communication correlated low with one variable (r = .27 participation) and moderately low with three variables (r = .37 involvement, r = .40 resolution, r = .39 access). Involvement correlated low with three variables

Table 4-2

Correlations Among the Variables and

School-Community Relations (Personal)

Suburban School (N = 62)

Variables	Involvement	Participation	Resolution	Access
Communication	.22 (.040)	.42 (.001)	.18 (.078)	.09 (.250)
Involvement		.37 (.002)	.20 (.056)	.09 (.234)
Participation			.29 (.011)	.20 (.062)
Resolution				.49 (.001)
Access				

Note. The top number in each column represents the Pearson correlations. The numbers in parentheses represent the level of significance for the correlations.

Table 4-3

Correlations Among the Variables and

School-Community Relations (Personal)

Rural and Suburban Schools (N = 124)

Variables	Involvement	Participation	Resolution	Access
Communication	.37 (.001)	.27 (.001)	.40 (.001)	.39 (.001)
Involvement		.20 (.014)	.22 (.008)	.21 (.010)
Participation			.27 (.001)	.23 (.005)
Resolution				.45 (.001)
Access				

Note. The top number in each column represents the Pearson correlations.

The numbers in parentheses represent the level of significance for the correlations.

(r = .20 participation, r = .22 resolution, r = .21 access) and moderately low with one variable (r = .37 communication). Participation correlated low with all four variables (r = .27 communication, r = .20 involvement, r = .27 resolution, r = .23 access). Resolution correlated low with two variables (r = .22 involvement, r = .27 participation) and moderately low with two variables (r = .40 communication, r = .45 access). Access correlated low with two variables (r = .21 involvement, r = .23 participation) and moderately low with two variables (r = .39 communication, r = .45 resolution).

Summary for Research Question One

For this research question, 22 correlations out of a possible 30 were found to be statistically significant. However, all 22 correlations were either low (r = .10 to .29) or moderately low (r = .30 to .49). At Rural School, the highest correlation was found to exist between communication and involvement (r = .41). At Suburban School, the two highest correlations were found to exist between communication and participation (r = .42) and between resolution and access (r = .49). Based upon the low levels of correlation, the conclusion can be reached that the five variables of school-community relations are relatively independent from each other. Also, it is clear from the data that the two processes of involvement and participation are separate and distinct concepts and so should not be considered as one single component of school-community relations. No major differences were found between the schools based on socio-economic characteristics for this research question.

Research Question Two

> What is the relationship between the four independent variables of communication, involvement, participation, and resolution and the dependent variable of access in schools of varying socio-economic character?

Rural School

The findings related to this question for Rural School are found in Table 4-4. The results of this analysis indicated that resolution predicted 7% of the variance of access while participation predicted another 3% of the variance. Involvement and communication also predicted smaller amounts of the variance of access. Resolution, participation, and involvement were all significant at the .05 level.

Suburban School

The findings related to this question for Suburban School are found in Table 4-5. The results of this analysis indicated that resolution predicted 24% of the variance of access. Although significant at the .01 level, none of the other three independent variables predicted any amount of the variance of access.

Table 4-4

Multiple Step-Wise Regression Analysis

Dependent Variable - Access (Personal)

Rural School (N = 62)

Step Number	Independent Variables	R Square	R Square Change	Beta	F-Test
1	Resolution	.07	.07	.18	4.41*
2	Participation	.10	.03	.17	3.36*
3	Involvement	.12	.02	.12	2.75*
4	Communication	.13	.01	.09	2.15

* $p < .05$.

**$p < .01$.

Table 4-5

Multiple Step-Wise Regression Analysis

Dependent Variable - Access (Personal)

Suburban School (N = 62)

Step Number	Independent Variables	R Square	R Square Change	Beta	F-Test
1	Resolution	.24	.24	.47	18.74**
2	Participation	.24	.00	.08	9.38**
3	Communication	.24	.00	-.03	6.17**
4	Involvement	.24	.00	-.03	4.56**

*$p < .05$.

**$p < .01$.

Rural and Suburban Schools

The findings related to this question for Rural and Suburban Schools combined are found in Table 4-6. Resolution predicted 20% of the variance of access while communication predicted 5% of the variance of access. Participation predicted 1% of the variance and involvement did not predict any portion of the variance of the access. All four independent variables were significant at the .01 level.

Summary for Research Question Two

The process of resolution was found to account for 7% to 24% of the variance of access in this question. Resolution entered the regression equation as the first predictor for variance at a statistically significant level for all three cases. The conclusion that can be reached here is that resolution accounts for the greatest amount of variance when access is treated as a dependent variable. Although this finding holds for both schools, the relationship between resolution and access is stronger for the suburban community.

Research Question Three

> What is the relationship of the five independent variables of communication, involvement, participation, resolution, and access and the dependent variable of effective school-community relations in schools of varying socio-economic character?

Table 4-6

Multiple Step-Wise Regression Analysis

Dependent Variable - Access (Personal)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variables	R Square	R Square Change	Beta	F-Test
1	Resolution	.20	.20	.33	30.24**
2	Communication	.25	.05	.23	20.44**
3	Participation	.26	.01	.07	13.86**
4	Involvement	.26	.00	.04	10.38**

*p < .05.

**p < .01.

Rural School

The findings related to this question for Rural School are found in Table 4-7. The results of the analysis indicated that communication predicted 44% of the variance of effective school-community relations. Resolution and access each predicted a much smaller amount of the variance of effective school-community relations. The independent variables of involvement and participation did not account for any of the variance of effective school-community relations. All five variables entered the regression equation at a statistically significant level.

Suburban School

The findings related to this question for Suburban School are found in Table 4-8. The results of the analysis indicated that involvement accounted for 19% of the variance and access accounted for 14% of the variance of effective school-community relations. Communication and resolution combined accounted for 9% of the variance of effective school-community relations. The four variables of involvement, access, communication, and resolution entered the regression equation at a statistically significant level; the variable of participation displayed an F-level that was insufficient for computation.

Table 4-7

Multiple Step-Wise Regression Analysis

Dependent Variable - School-Community Relations (Personal)

Rural School (N = 62)

Step Number	Independent Variables	R Square	R Square Change	Beta	F-Test
1	Communication	.44	.44	.58	46.20**
2	Resolution	.47	.03	.18	26.58**
3	Access	.49	.02	.11	18.25**
4	Involvement	.49	.00	.05	13.56**
5	Participation	.49	.00	-.04	10.71**

*$p < .05$.

**$p < .01$.

Table 4-8

Multiple Step-Wise Regression Analysis

Dependent Variable - School-Community Relations (Personal)

Suburban School (N = 62)

Step Number	Independent Variables	R Square	R Square Change	Beta	F-Test
1	Involvement	.19	.19	.32	14.37**
2	Access	.33	.14	.28	14.69**
3	Communication	.39	.06	.24	12.56**
4	Resolution	.42	.03	.18	10.18**
5	Participation	F-Level Insufficient for Computation			

*p < .05.

**p < .01.

Rural and Suburban Schools

The findings related to this question for Rural and Suburban Schools combined are found in Table 4-9. The results of the analysis indicated that communication predicted 49% of the variance of effective school-community relations. The independent variables of resolution, access, and involvement predicted a combined 10% of the variance of effective school-community relations. Participation did not predict any of the variance of effective school-community relations. All five variables were found to be statistically significant.

Summary for Research Question Three

The results of the analysis for this question indicated a difference between the two schools. At Rural School, communication accounted for 44% of the variance of effective school-community relations; at Suburban School, involvement accounted for 19% of the variance and access accounted for 14% of the variance of effective school-community relations; for the two schools combined, communication accounted for 49% of the variance of effective school-community relations. Except for the instance of participation at Suburban School, all of the variables entered the regression equations at a statistically significant level. The summary conclusion that can be reached is that communication best predicts the variance of effective school-community relations and that participation does not predict any of the variance. The

Table 4-9

Multiple Step-Wise Regression Analysis

Dependent Variable - School-Community Relations (Personal)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.49	.49	.51	119.46**
2	Resolution	.56	.07	.21	76.04**
3	Access	.58	.02	.16	54.62**
4	Involvement	.59	.01	.14	43.52**
5	Participation	.59	.00	-.02	34.58**

*$p < .05$.

**$p < .01$.

differences between the schools would suggest that at a school with a lower socio-economic status, communication would be the key to effective school-community relations; at a school with a higher degree of socio-economic status, involvement and access would play a more important role in determining effective school-community relations.

Research Question Four

> What is the relationship of the five independent variables of communication, involvement, participation, resolution, and access and the dependent variable of achievement in schools of varying socio-economic character?

The findings related to this question are contained in a series of tables that consider in turn each of the seven measures of student achievement. The seven measures are reading grades, mathematics grades, language grades, Iowa Test of Basic Skills (ITBS) reading scores, ITBS mathematics scores, ITBS language scores, and ITBS cumulative scores. Similar to the first three research questions, the tables are grouped into three sets of responses (Rural School, Suburban School, Rural and Suburban Schools).

Rural School

The findings related to this question for Rural School are found in Tables 4-10 to 4-16.

Reading Grades. The results of the analysis for this achievement measure are found in Table 4-10. The analysis indicated that communication predicted 3% of the variance of reading grades while involvement and resolution combined to predict another 3% of the variance of reading grades. Participation did not account for any of the variance of reading grades. None of the F-Test scores were statistically significant.

Mathematics Grades. The results of the analysis for this achievement measure are found in Table 4-11. The analysis indicated that access accounted for 4% of the variance of mathematics grades and that resolution accounted for 6% of the variance of mathematics grades. Participation and communication each accounted for 1% of the variance of reading grades. The only variable with a statistically significant F-Test score was resolution.

Language Grades. The results of the analysis for this achievement measure are found in Table 4-12. The analysis indicated that resolution accounted for 3% of the variance of language grades and that participation accounted for 4% of the variance of language grades. Access accounted for an additional 2% of the variance while communication and involvement did not account for any of the variance of language grades. None of the five variables were statistically significant.

Table 4-10

Multiple Step-Wise Regression Analysis

Dependent Variable - Reading Grades (Personal)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.03	.03	.24	2.02
2	Involvement	.05	.02	-.11	1.39
3	Resolution	.06	.01	-.12	1.14
4	Participation	.06	.00	.06	.89
5	Access	F-Level Insufficient for Computation			

*p < .05.

**p < .01.

Table 4-11

Multiple Step-Wise Regression Analysis

Dependent Variable - Mathematics Grades (Personal)

Rural School ($\underline{N} = 62$)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.04	.04	.24	2.57
2	Resolution	.10	.06	-.28	3.22*
3	Participation	.11	.01	.12	2.49
4	Communication	.12	.01	.07	1.87
5	Involvement	.12	.00	-.05	1.50

*$\underline{p} < .05$.

**$\underline{p} < .01$.

Table 4-12

Multiple Step-Wise Regression Analysis

Dependent Variable - Language Grades (Personal)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.03	.03	-.27	1.99
2	Participation	.07	.04	.16	2.19
3	Access	.09	.02	.14	1.90
4	Communication	.09	.00	.08	1.48
5	Involvement	.09	.00	-.02	1.17

*$p < .05$.

**$p < .01$.

ITBS Reading Scores. The results of the analysis for this achievement measure are found in Table 4-13. The analysis indicated that involvement accounted for 5% of the variance of ITBS reading scores, resolution accounted for 6% of the variance, access accounted for 5% of the variance, and participation accounted for 2% of the variance. The three variables of resolution, access, and participation were each statistically significant.

ITBS Mathematics Scores. The results of the analysis for this achievement measure are found in Table 4-14. The analysis indicated that access accounted for 3% of the variance of ITBS mathematics scores, resolution accounted for 5% of the variance, and that communication and participation accounted for a combined 3% of the variance. Involvement did not account for any of the variance of ITBS mathematics scores. None of the five variables was found to be statistically significant.

ITBS Language Scores. The results of the analysis for this achievement measure are found in Table 4-15. The analysis indicated that involvement accounted for 5% of the variance of ITBS language scores, resolution accounted for 7%, access accounted for 6%, and communication accounted for 1% of the variance. Participation did not account for any of the variance of ITBS language scores. The four variables of resolution, access, participation, and communication were each statistically significant.

Table 4-13

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Reading Scores (Personal)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.05	.05	.23	3.36
2	Resolution	.11	.06	-.32	3.52*
3	Access	.16	.05	.19	3.44*
4	Participation	.18	.02	.17	3.05*
5	Communication	F-Level Insufficient for Computation			

*$p < .05$.

**$p < .01$.

Table 4-14

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Mathematics Scores (Personal)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.03	.03	.20	2.12
2	Resolution	.08	.05	-.27	2.72
3	Communication	.10	.02	.07	2.12
4	Participation	.11	.01	.10	1.70
5	Involvement	.11	.00	.09	1.44

*$p < .05$.

**$p < .01$.

Table 4-15

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Language Scores (Personal)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.05	.05	.21	3.46
2	Resolution	.12	.07	-.34	3.95*
3	Access	.18	.06	.24	4.25*
4	Participation	.18	.00	.06	3.22*
5	Communication	.19	.01	.06	2.57*

*p < .05.

**p < .01.

ITBS Cumulative Scores. The results of the analysis for this achievement measure are found in Table 4-16. The analysis indicated that resolution accounted for 6% of the variance of ITBS cumulative scores, access accounted for 8% of the variance, involvement accounted for 3% of the variance, and participation accounted for 1% of the variance. Communication did not account for any of the variance of ITBS cumulative scores. The four variables of access, involvement, participation, and communication were each statistically significant.

Summary for Rural School. The analysis of the data found in Tables 4-10 to 4-16 indicated that the two variables of resolution and access consistently accounted for a larger percentage of the variance of achievement than any of the five variables. Resolution predicted an average of 6.3% of the variance on four measures of achievement (mathematics grades, ITBS reading scores, ITBS language scores, ITBS cumulative scores). Access predicted an average of 6.3% of the variance on three measures of achievement (ITBS reading scores, ITBS language scores, ITBS cumulative scores). Statistically significant results were obtained on three to four variables in the cases of ITBS reading, language, and cumulative scores. The conclusion that can be reached here is that resolution and access best predict the variance of student achievement at Rural School with involvement occasionally predicting lesser amounts of variance. Participation and

Table 4-16

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Cumulative Scores (Personal)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.06	.06	-.36	3.65
2	Access	.14	.08	.23	4.62*
3	Involvement	.17	.03	.17	3.91*
4	Participation	.18	.01	.11	3.17*
5	Communication	.18	.00	.06	2.53*

*p < .05.

**p < .01.

communication were not found to predict any of the variance of student achievement at Rural School.

Suburban School

The findings related to this question for Suburban School are found in Tables 4-17 to 4-23.

Reading Grades. The results of the analysis for this achievement measure are found in Table 4-17. The analysis indicated that involvement accounted for 4% of the variance of reading scores, participation accounted for 7%, access accounted for 5%, and resolution and communication each accounted for 2% of the variance of reading scores. The four variables of participation, access, resolution, and communication were each statistically significant.

Mathematics Grades. The results of the analysis for this achievement measure are found in Table 4-18. Communication accounted for 3% of the variance of mathematics grades and involvement accounted for 2% of the variance. None of the five variables were statistically significant.

Language Grades. The results of the analysis for this achievement measure are found in Table 4-19. The analysis indicated that involvement accounted for 6% of the variance of language grades. Communication and participation accounted for a combined 3% of the variance. None of the five variables were statistically significant.

Table 4-17

Multiple Step-Wise Regression Analysis

Dependent Variable - Reading Grades (Personal)

Suburban School ($N = 62$)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.04	.04	.33	2.68
2	Participation	.11	.07	-.25	3.67*
3	Access	.16	.05	.30	3.73*
4	Resolution	.18	.02	-.16	3.20*
5	Communication	.20	.02	-.12	5.27**

*$p < .05$.

**$p < .01$.

Table 4-18

Multiple Step-Wise Regression Analysis

Dependent Variable - Mathematics Grades (Personal)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.03	.03	-.18	1.98
2	Involvement	.05	.02	.15	1.41
3	Resolution	.06	.01	-.14	1.18
4	Access	.06	.00	.08	.94
5	Participation	.06	.00	-.03	.74

*p < .05.

**p < .01.

Table 4-19

Multiple Step-Wise Regression Analysis

Dependent Variable - Language Grades (Personal)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.06	.06	.25	3.89
2	Communication	.08	.02	-.18	2.60
3	Participation	.09	.01	.10	1.88
4	Access	.09	.00	.04	1.41
5	Resolution	.09	.00	-.03	1.11

*p < .05.

**p < .01.

ITBS Reading Scores. The results of the analysis for this achievement measure are found in Table 4-20. The analysis indicated that involvement accounted for 4% of the variance of ITBS reading scores, communication accounted for 5% of the variance, and resolution accounted for 4%. Only the variable of resolution was statistically significant at the .05 level.

ITBS Mathematics Scores. The results of the analysis for this achievement measure are found in Table 4-21. The analysis indicated that resolution accounted for 4% of the variance of ITBS mathematics scores, communication accounted for 6% of the variance, and involvement accounted for 3% of the variance. The two variables of communication and involvement were each found to be statistically significant.

ITBS Language Scores. The results of the analysis for this achievement measure are found in Table 4-22. Although three of the variables accounted for 3% to 4% of the variance of ITBS language scores, none of the five variables were statistically significant.

ITBS Cumulative Scores. The results of the analysis for this achievement measure are found in Table 4-23. Resolution and communication were found to account for a combined 9% of the variance of ITBS cumulative scores. However, only involvement obtained a statistically significant F-test score and accounted for 4% of the variance of ITBS cumulative scores.

Table 4-20

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Reading Scores (Personal)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.04	.04	.25	2.60
2	Communication	.09	.05	-.23	3.06
3	Resolution	.13	.04	.16	2.79*
4	Participation	.13	.00	-.10	2.17
5	Access	.14	.01	.08	1.78

*p < .05.

**p < .01.

Table 4-21

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Mathematics Scores (Personal)

Suburban School (_N_ = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.04	.04	.23	2.75
2	Communication	.10	.06	-.26	3.39*
3	Involvement	.13	.03	.20	2.97*
4	Participation	.14	.01	-.08	2.27
5	Access	.14	.00	.02	1.79

*$p < .05$.

**$p < .01$.

Table 4-22

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Language Scores (Personal)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.04	.04	-.23	2.25
2	Involvement	.08	.04	.21	2.64
3	Resolution	.11	.03	.16	2.43
4	Participation	.12	.01	-.09	1.88
5	Access	.12	.00	.07	1.53

*p < .05.

**p < .01.

Table 4-23

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Cumulative Scores (Personal)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.04	.04	.18	2.42
2	Communication	.09	.05	-.24	2.83
3	Involvement	.13	.04	.23	2.81*
4	Participation	.13	.00	-.08	2.16
5	Access	.13	.00	.07	1.75

*$p < .05$.

**$p < .01$.

Summary for Suburban School. The analysis of the data found in Tables 4-17 to 4-23 indicated that each of the five variables was able to account for 3 to 7% of the variance of student achievement at least once at Suburban School. The five variables were each found to be statistically significant for at least one measure of achievement. However, no consistent pattern can be found to explain the variance of student achievement at Suburban School except for a slight emphasis on involvement.

Rural and Suburban Schools

The findings related to this question for Rural and Suburban Schools combined are found in Tables 4-24 to 4-30.

Reading Grades. The results of the analysis for this achievement measure are found in Table 4-24. The analysis indicated that communication accounted for 11% of the variance of reading grades and access accounted for only 2% of the variance. Participation and resolution did not account for any of the variance. The four variables of communication, access, participation, and resolution were each statistically significant at the .01 level; however, the F-level for involvement was insufficient for computation.

Mathematics Grades. The results of the analysis for this achievement measure are found in Table 4-25. The analysis indicated that access accounted for 9% of the variance of mathematics grades. The two variables of communication and resolution

Table 4-24

Multiple Step-Wise Regression Analysis

Dependent Variable - Reading Grades (Personal)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.11	.11	.32	15.66**
2	Access	.13	.02	.14	8.70**
3	Participation	.13	.00	-.09	6.18**
4	Resolution	.13	.00	-.03	4.62**
5	Involvement	F-Level Insufficient for Computation			

*$p < .05$.

**$p < .01$.

Table 4-25

Multiple Step-Wise Regression Analysis

Dependent Variable - Mathematics Grades (Personal)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.09	.09	.29	11.36**
2	Communication	.10	.01	.20	7.08**
3	Resolution	.13	.03	.17	5.77**
4	Involvement	F-Level Insufficient for Computation			
5	Participation	F-Level Insufficient for Computation			

*$p < .05$.

**$p < .01$.

accounted for a combined 3% of the variance. Each of these three variables were statistically significant. The two variables of involvement and participation received F-level scores that were insufficient for computation.

Language Grades. The results of the analysis for this achievement measure are found in Table 4-26. The analysis indicated that communication accounted for 10% of the variance of language grades and that access accounted for 4% of the variance. Although the three variables of resolution, participation, and involvement accounted for little of the variance, all five variables obtained F-test scores that were significant at the .01 level.

ITBS Reading Scores. The results of the analysis for this achievement measure are found in Table 4-27. The analysis indicated that involvement accounted for 6% of the variance of ITBS reading scores and that access and resolution accounted for a combined 5% of the variance. Participation did not account for any of the variance. While the first four variables were each statistically significant, the variable of communication had a F-level that was insufficient for computation.

ITBS Mathematics Scores. The results of the analysis for this achievement measure are found in Table 4-28. The analysis indicated that access accounted for 7% of the variance of ITBS mathematics scores. Involvement and communication accounted for

Table 4-26

Multiple Step-Wise Regression Analysis

Dependent Variable - Language Grades (Personal)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.10	.10	.25	14.25**
2	Access	.14	.04	.22	9.64**
3	Resolution	.14	.00	-.10	6.71**
4	Participation	.15	.01	.05	5.09**
5	Involvement	.15	.00	.04	4.08**

*p < .05.

**p < .01.

Table 4-27

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Reading Scores (Personal)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.06	.06	.22	7.54**
2	Access	.09	.03	.24	6.00**
3	Resolution	.11	.02	-.15	4.76**
4	Participation	.11	.00	.02	3.55**
5	Communication	F-Level Insufficient for Computation			

*p < .05.

**p < .01.

Table 4-28

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Mathematics Scores (Personal)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.07	.07	.23	8.58**
2	Involvement	.08	.01	.12	5.52**
3	Communication	.09	.01	.08	3.77*
4	Resolution	.09	.00	-.06	2.91*
5	Participation	.09	.00	-.03	2.33*

*$p < .05$.

**$p < .01$.

a combined 2% of the variance with the variables of resolution and participation not accounting for any of the variance. All five variables were found to be statistically significant.

ITBS Language Scores. The results of the analysis for this achievement measure are found in Table 4-29. The analysis indicated that involvement accounted for 5% of the variance of ITBS language scores and that access and resolution each accounted for 3% of the variance. Although participation did not account for any of the variance, all four of these variables were found to be statistically significant. Communication did not obtain a F-level sufficient for computation.

ITBS Cumulative Scores. The results of the analysis for this achievement measure are found in Table 4-30. The analysis indicated that access accounted for 6% of the variance of ITBS cumulative scores. Involvement and resolution accounted for a combined 5% of the variance. While communication and participation did not account for any of the variance, all five of the variables were found to be statistically significant.

Summary for Rural and Suburban Schools. The analysis of the data found in Tables 4-24 to 4-30 indicated that the three variables of access, communication, and involvement were the most frequent predictors of the variance of student achievement for the two schools combined. Access predicted an average of 5% of the variance of six measures of achievement, communication

Table 4-29

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Language Scores (Personal)

Rural and Suburban Schools ($\underline{N}$ = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.05	.05	.21	6.20**
2	Access	.08	.03	.26	5.19**
3	Resolution	.11	.03	-.18	4.81**
4	Participation	.11	.00	-.03	3.61**
5	Communication	F-Level Insufficient for Computation			

*$\underline{p}$ < .05.

**$\underline{p}$ < .01.

Table 4-30

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Cumulative Scores (Personal)

Rural and Suburban Schools (_N_ = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.06	.06	.27	8.17**
2	Involvement	.09	.03	.18	6.11**
3	Resolution	.11	.02	-.15	4.88**
4	Communication	.11	.00	.04	3.67**
5	Participation	.11	.00	-.01	2.91*

*$p < .05$.

**$p < .01$.

predicted an average of 11% of the variance of two measures, and involvement predicted an average of 5% of the variance of three measures of student achievement. Each of the five variables was found to be statistically significant for at least one measure of student achievement. However, no consistent pattern can be found to explain the variance of student achievement for the two schools combined except for a slight emphasis on access.

Summary for Research Question Four

The individual summaries for each of the three cases considered in this question have been covered in the above discussion. For the lower socio-economic status school (Rural), resolution and access best predicted the variance of student achievement; for the higher socio-economic status school (Suburban), no pattern of explanation could be found except for a slight emphasis on involvement. Communication and participation were not found to predict any of the variance for achievement in a consistent pattern.

Research Question Five

> What is the relationship between effective
> school-community relations and achievement
> in schools of varying socio-economic character?

The findings related to this question are found in Tables 4-31 to 4-33. No statistically significant correlation was found between effective school-community relations and any measure of achievement in the case of Rural School (Table 4-31). For Suburban School, effective school-community relations was found to correlate moderately low with the reading grade measure (Table 4-32). All other correlations were statistically insignificant. When the two schools were combined (Table 4-33), effective school-community relations had statistically significant correlations with five achievement measures. The correlations were low with four measures of student achievement (ITBS mathematics scores, ITBS cumulative score, language grade, mathematics grade) and moderately low with the remaining measure (reading grade). The data suggested that effective school-community relations do not have any relationship with socio-economic status and student achievement. This appears to be the case regardless of the socio-economic status of the school community.

Research Question Six

> What is the relationship of the five independent variables of communication, involvement, participation, resolution, and access and the dependent variable of legitimacy in schools of varying socio-economic character?

Rural School

The findings related to this question for Rural School are found in Table 4-34. The results of this analysis indicated that communication predicted 28% of the variance of legitimacy and that access accounted for only 1% of the variance. The variables

Table 4-31

Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal)

Rural School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
-.04 (.373)	.01 (.485)	-.03 (.411)	-.02 (.439)	.04 (.384)	-.03 (.415)	-.07 (.303)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table 4-32

Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal)

Suburban School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.21	.18	.13	.19	.33	.16	-.02
(.054)	(.085)	(.153)	(.074)	(.005)	(.113)	(.428)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table 4-33

Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal) Rural and Suburban Schools (N = 124)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.13 (.076)	.11 (.107)	.18 (.024)	.16 (.039)	.34 (.001)	.29 (.001)	.18 (.021)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table 4-34

Multiple Step-Wise Regression Analysis

Dependent Variable - Legitimacy (Personal)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.28	.28	.55	23.68**
2	Access	.29	.01	.10	12.00**
3	Participation	.29	.00	-.07	8.02**
4	Involvement	.29	.00	-.07	6.02**
5	Resolution	F-Level Insufficient for Computation			

*p < .05.

**p < .01.

of participation and involvement did not account for any of the variance of legitimacy. The first four variables were statistically significant at the .01 level. The variable of resolution did not have a F-level that was sufficient for computation.

Suburban School

The findings related to this question for Suburban School are found in Table 4-35. The analysis indicated that involvement accounted for 12% of the variance of legitimacy and that communication accounted for 6% of the variance. The variables of access and participation did not account for any of the variance of legitimacy. The first four variables were all statistically significant. The variable of resolution obtained a F-level that was insufficient for computation.

Rural and Suburban Schools

The findings related to this question for Rural and Suburban Schools combined are found in Table 4-36. The analysis indicated that communication accounted for 31% of the variance of legitimacy. The variables of involvement and access accounted for a combined 2% of the variance. Although resolution did not account for any of the variance, all four of the above variables were statistically significant at the .01 level. The variable or participation did not possess a F-level that was sufficient for computation.

Table 4-35

Multiple Step-Wise Regression Analysis

Dependent Variable - Legitimacy (Personal)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.12	.12	.29	8.56**
2	Communication	.18	.06	.23	6.44**
3	Access	.18	.00	-.04	4.25**
4	Participation	.18	.00	.03	3.15*
5	Resolution	F-Level Insufficient for Computation			

*$p < .05$.

**$p < .01$.

Table 4-36

Multiple Step-Wise Regression Analysis

Dependent Variable - Legitimacy (Personal)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.31	.31	.50	55.86**
2	Involvement	.32	.01	.10	28.95**
3	Access	.33	.01	.05	19.37**
4	Resolution	.33	.00	.01	14.42**
5	Participation	F-Level Insufficent for Computation			

*p < .05.

**p < .01.

Summary for Research Question Six

For this question, communication accounted for 28% of the variance of legitimacy at Rural School; involvement accounted for 12% and communication accounted for 6% of the variance of legitimacy at Suburban School; communication accounted for 31% of the variance of legitimacy for the two schools combined. The findings were statistically significant for all three cases. The conclusion that can be reached is that communication is the most powerful predictor for legitimacy. In terms of socio-economic status, communication was the best predictor for the lower socio-economic status school (Rural); communication and involvement were the best predictors for the higher socio-economic status school (Suburban).

Research Question Seven

> What is the relationship between effective school-community relations and legitimacy in schools of varying socio-economic character?

The findings related to this question are found in Table 4-37. Legitimacy was found to correlate moderately high with effective school-community relations in all three cases (Rural School, Suburban School, Rural and Suburban Schools). These findings were statistically significant at the .01 level. This finding indicated that effective school-community relations and legitimacy are related and that this relationship holds regardless of socio-economic status of the school community.

Table 4-37

Correlations Between Legitimacy and School-Community Relations

(Personal)

Rural school	Suburban school	Rural and suburban schools
.55 (.001)	.52 (.001)	.62 (.001)
_N_ = 62	_N_ = 62	_N_ = 124

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Research Question Eight

> What is the relationship between achievement and legitimacy in schools of varying socio-economic character?

The findings related to this question are found in Tables 4-38 to 4-40. No statistically significant correlations were found in the case of Rural School (Table 4-38). For Suburban School (Table 4-39), legitimacy was found to have a low correlation with two measures of achievement (r = .22 reading grade, r = .26 language grade). When the two schools were combined (Table 4-40), legitimacy was found to correlate low with one measure of achievement (r = .22 mathematics grade) and moderately low with two measures (r = .33 reading grade, r = .30 language grade). Overall, little or no relationship could be found between legitimacy and student achievement. This finding holds regardless of socio-economic status.

Research Question Nine

> What is the relationship of the five independent variables of communication, involvement, participation, resolution, and access and the dependent variable of support in schools of varying socio-economic character?

Rural School

The findings related to this question for Rural School are found in Table 4-41. The analysis indicated that involvement

Table 4-38

Correlations Between Legitimacy and Different

Measures of Student Achievement (Personal)

Rural School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
-.05 (.345)	.04 (.393)	.01 (.473)	.03 (.404)	.18 (.079)	.09 (.245)	.08 (.268)

Note. The number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table 4-39

Correlations Between Legitimacy and Different Measures of Student Achievement (Personal)

Suburban School (_N_ = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.06 (.326)	.03 (.395)	.01 (.470)	.04 (.390)	.22 (.044)	.26 (.01[illegible])	.06 (.317)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table 4-40

Correlations Between Legitimacy and Different Measures of Student Achievement (Personal)

Rural and Suburban Schools (N = 124)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.05 (.274)	.07 (.215)	.11 (.103)	.11 (.117)	.33 (.001)	.30 (.001)	.22 (.008)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table 4-41

Multiple Step-Wise Regression Analysis

Dependent Variable - Support (Personal)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.09	.09	.30	5.67*
2	Participation	.10	.01	-.13	3.46*
3	Access	.11	.01	-.06	2.32
4	Resolution	.11	.00	.04	1.74
5	Communication	F-Level Insufficient for Computation			

*$p < .05$.

**$p < .01$.

accounted for 9% of the variance of support and that participation accounted for 1% of the variance. The variables of access and resolution accounted for a combined 1% of the variance of support. Only the variables of involvement and participation were found to be statistically significant. The F-level of communication was insufficient for computation.

Suburban School

The findings that related to this question for Suburban School are found in Table 4-42. The results of the analysis indicated that involvement accounted for 17% of the variance of support and that resolution accounted for 8% of the variance. The variables of access and communication accounted for a combined 3% of the variance while the variable of participation did not account for any of the variance. All five variables were statistically significant at the .01 level.

Rural and Suburban Schools

The findings related to this question for Rural and Suburban Schools combined are found in Table 4-43. This analysis indicated that involvement accounted for 15% of the variance of support. Resolution accounted for 5% of the variance and communication accounted for 1% of the variance. Although the variables of participation and access did not account for any of the variance, all of the five independent variables were statistically significant at the .01 level.

Table 4-42

Multiple Step-Wise Regression Analysis

Dependent Variable - Support (Personal)

Suburban School ($\underline{N}$ = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.17	.17	.32	12.13**
2	Resolution	.25	.08	.35	9.88**
3	Access	.27	.02	-.15	7.08**
4	Communication	.28	.01	.06	5.44**
5	Participation	.28	.00	.06	4.33**

*$\underline{p}$ < .05.

**$\underline{p}$ < .01.

Table 4-43

Multiple Step-Wise Regression Analysis

Dependent Variable - Support (Personal)

Rural and Suburban Schools (_N_ = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.15	.15	.30	21.10**
2	Resolution	.20	.05	.21	14.84**
3	Communication	.21	.01	.15	10.66**
4	Participation	.21	.00	-.06	8.08**
5	Access	.21	.00	-.04	6.46**

*p < .05.

**p < .01.

Summary for Research Question Nine

For this question, involvement accounted for 9 to 17% of the variance of support in all three cases at a statistically significant level. In addition, resolution accounted for 8% of the variance of support at Suburban School and for 5% of the variance for the two schools combined. The conclusion reached here is that involvement best predicts the variance of support with resolution serving as the second strongest predictor. This finding holds for both communities except that involvement is a more powerful predictor for support in the case of the higher socio-economic status community (Suburban).

Research Question Ten

> What is the relationship between effective school-community relations and support in schools of varying socio-economic character?

The findings related to this question are found in Table 4-44. Support was found to correlate moderately low in two of the three cases (r = .39 Suburban School, r = .37 Rural and Suburban Schools). This finding suggested little or no relationship between effective school-community relations and support. No relationship was found for the lower socio-economic status community and little relationship was found for the higher socio-economic status community (Suburban).

Table 4-44

Correlations Between Support and School-Community Relations

(Personal)

Rural school	Suburban school	Rural and suburban schools
.08 (.272)	.39 (.001)	.37 (.001)
N = 62	N = 62	N = 124

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Research Question Eleven

> What is the relationship between achievement and support in schools of varying socio-economic character?

The findings related to this question are found in Tables 4-45 to 4-47. When the two schools were considered separately (Tables 4-45 and 4-46), no statistically significant correlations were found. The combining of the two schools in Tables 4-47 indicated that support correlated at a low level with all seven measures of student achievement at a statistically significant level. The conclusion that can be reached is that little or no relationship exists between achievement and support. This finding holds for both communities.

Research Question Twelve

> What is the relationship between legitimacy and support in schools of varying socio-economic character?

The findings related to this question are found in Table 4-48. Legitimacy and support were found to correlate moderately low when the two schools were combined ($r = .38$) and moderately high ($r = .54$) when Suburban School was considered alone. Both of these findings were statistically significant. No statistically significant correlation was found in the case of Rural School. The conclusion that can be reached is that little or no

Table 4-45

Correlations Between Support and Different

Measures of Student Achievement (Personal)

Rural School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.10	.14	.07	.12	.15	.06	.01
(.227)	(.138)	(.290)	(.184)	(.121)	(.329)	(.470)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table 4-46

Correlations Between Support and Different Measures of Student Achievement (Personal) Suburban School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.20	.18	.15	.18	-.09	.15	.07
(.056)	(.083)	(.119)	(.076)	(.249)	(.127)	(.304)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table 4-47

Correlations Between Support and Different Measures of Student Achievement (Personal) Rural and Suburban Schools ($\underline{N}$ = 124)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.19	.18	.20	.21	.21	.25	.18
(.019)	(.023)	(.015)	(.011)	(.008)	(.003)	(.026)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table 4-48

Correlations Between Legitimacy and Support

(Personal)

Rural school	Suburban school	Rural and suburban schools
.07 (.297)	.54 (.001)	.38 (.001)
_N_ = 62	_N_ = 62	_N_ = 124

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

relationship can be found between legitimacy and support. In terms of socio-economic characteristics, no relationship was found at the lower socio-economic status school; some relationship between legitimacy and support was found at the higher socio-economic status school.

Summary of Research Questions One to Twelve

The findings from each of the research questions are summarized in this section.

> Research Question One. The findings for this research question indicated that the five variables of school-community relations were relatively independent of each other. In addition, a clear distinction was found to exist between involvement and participation. No difference was found in terms of socio-economic characteristics.

> Research Question Two. The findings for this research question indicated that resolution was the most powerful predictor for the variance of access. No difference was found between the two schools except that a stronger relationship was found in the case of the higher socio-economic status community (Suburban).

> Research Question Three. The findings for this research question indicated that communication was the strongest predictor for the variance of effective school-community relations with participation not accounting for any of the variance. While communication was most important for predicting effective school-community relations at the lower socio-economic status school (Rural), involvement and access were more important at the higher socio-economic status school (Suburban).

> Research Question Four. The findings for this research question indicated that resolution and access were the best predictors for the variance in student achievement. Participation and communication were not able to predict any of the variance of achievement. No pattern of explanation for

the variance of achievement was found at the higher socio-economic status school except for involvement in an occasional case.

Research Question Five. The findings for this research question indicated that no relationship could be found between effective school-community realtions and achievement. No differences were found in terms of socio-economic characteristics of the two communities.

Research Question Six. The findings for this research question indicated that communication was the strongest predictor for the variance of legitimacy. For the lower socio-economic status community (Rural), communication predicted legitimacy; for the higher socio-economic status community (Suburban), involvement and communication predicted legitimacy.

Research Question Seven. The findings for this research question indicated that effective school-community relations and legitimacy were related at a moderately high level with no difference in terms of socio-economic characteristics.

Research Question Eight. The findings for this research question indicated that no relationship could be found between legitimacy and student achievement. No differences were found in terms of socio-economic characteristics for this finding.

Research Question Nine. The findings for this research question indicated that involvement was the strongest predictor for the variance of support with resolution being the second strongest predictor. The finding held regardless of socio-economic status of the two communities except that it was stronger at the higher socio-economic status school (Suburban).

Research Question Ten. The findings for this research question indicated that little or no relationship could be found between effective school-community relations and support. A small amount of relationship between effective school-community relations and support was found for the higher socio-economic status community.

Research Question Eleven. The findings for this research question indicated that no relationship could be found between support and student achievement. No differences were found in terms of socio-economic characteristics for this finding.

Research Question Twelve. The findings for this research question indicated that little or no relationship was found between legitimacy and support. Some relationship was found for the higher socio-economic status school; no relationship was found for the lower socio-economic status school.

Introduction of Findings from Big City

The previous study to this work (Ingram, 1978) was conducted in Big City, a metropolitan area with a population in 1970 of 660,000 and a Black to White ratio of students in the public schools of 72 to 28%. City School, opened in 1959, is located near a large public housing complex and serves an all Black population of 628 students. A wide variety of activities for school-community relations are carried out at the school which, in turn, generate a general "open door" policy. In addition, many school-community members are involved in school activities at City School. Here, the findings for City School are briefly reviewed as both studies utilized the same design and methodology.

Research Question One. The relationships among the five variables of school-community relations ranged from low ($r = .22$ between resolution and communication) to moderately high ($r = .60$ between involvement and participation). All ten possible correlations were statistically significant. With the majority of the correlations being found in the moderately low range ($r = .30$ to $.49$), the variables can still be said to be relatively independent of each other.

Research Question Two. Communication accounted for 22% of the variance of access and resolution accounted for 12% of the variance of access. Participation was found to account for 4% of the variance. Although involvement did not account for any of the variance, all four variables were statistically significant.

Research Question Three. Communication was found to account for 49% of the variance of effective school-community relations with resolution accounting for an additional 7% of the variance. Participation and involvement each accounted for 1% of the variance of effective school-community relations. All four of these variables were statistically significant. Access displayed a F-level that was insufficient for computation.

Research Question Four. For reading, mathematics, and language grades, resolution accounted for an average of 14% of the variance at a statistically significant level. Access, communication, and involvement accounted for smaller amounts of variance of achievement for the student grades. Resolution alone accounted for 8 to 13% of the variance of achievement for the four ITBS scores, with the findings for ITBS language and cumulative scores being statistically significant.

Research Question Five. Except for a low relationship between both the language grade (r = .26) and the cumulative grade (r = .21), no statistically significant relationship was found between effective school-community relations and student achievement.

Research Question Six to Twelve. No data are available for City School on these seven questions as the variable of community support for schools was not introduced in that study.

Chapter Summary

In this study a set of 12 research questions was developed to determine the relationships between effective school-community relations, student academic achievement, and community support for schools. The questions are briefly answered and compared (where possible) with the findings of Ingram in this section. The results of the research questions are also displayed in Table 4-49.

Research Question One. This question addressed the relationships among the five variables of school-community relations (communication, involvement, participation, resoltuion, and access). In all three schools (Rural, Suburban, City) the five variables were found to be relatively independent of each other. A majority of the correlations were both statistically significant and had little or no relationship (r = .10 to .49).

Research Question Two. This question measured the amount of variance in the dependent variable of access that could be explained by the independent variables of communication, involvement, participation, and resolution. At Rural and Suburban Schools, resolution accounted for most of the variance explained of access; at City School, communication accounted for most of

Table 4-49

Research Questions

Summary Table

Research question	Rural school	Suburban school	City school
1. Relationship among variables	Relatively independent	Relatively independent	Relatively independent
2. Four variables and access	Resolution accounts for variance	Resolution accounts for variance	Communication accounts for variance
3. Five variables and effective school-community relations	Communication accounts for variance	Involvement accounts for variance	Communication accounts for variance
4. Five variables and achievement	Resolution accounts for variance	No pattern	Resolution accounts for variance
5. Effective school-community relations and achievement	No correlation	No correlation	No correlation
6. Five variables and legitimacy	Communication accounts for variance	Involvement accounts for variance	No correlation
7. Effective school-community relations and legitimacy	Moderately high correlation	Moderately high correlation	No correlation
8. Legitimacy and achievement	No correlation	No correlation	No correlation
9. Five variables and support	Involvement accounts for variance	Involvement accounts for variance	No correlation
10. Effective school-community relations and support	No correlation	Little correlation	No correlation
11. Support and achievement	No correlation	No correlation	No correlation
12. Legitimacy and support	No correlation	Moderately high correlation	No correlation

the variance explained of access. This discrepancy between the schools might be explained by the fact that at Rural and Suburban Schools, resolution is linked to access when personal, parental concerns are paramount; however, communication is more important in determining access at City School. This finding might also suggest that at Rural and Suburban Schools the more political process of resolution is in operation when personal, parental concerns are at stake than is the case at City School.

Research Question Three. This question considered the amount of variance explained for effective school-community relations by the five independent variables of communication, involvement, participation, resolution, and access. At Rural and City Schools, communication was the strongest predictor of the variance explained for effective school-community relations; at Suburban School, involvement was the strongest predictor. The difference between the schools might be explained by the emphasis on parent involvement at Suburban School. There, the high level of personal parent involvement at the school on an ongoing, daily basis may be more important than communication alone.

Research Question Four. This question examined the amount of variance explained of student achievement by the five independent variables of communication, involvement, participation, resolution, and access. For Rural and City Schools, resolution accounted for the greatest amount of explained variance of student achievement with access being the second strongest predictor at Rural School. At Suburban School, no pattern could be found. The lack of a finding for Suburban School suggests that the school is a deviant case where the variables of school-community relations (communication, involvement, participation, resolution, and access) predict little of the variance explained of student achievement. In turn, this finding might indicate that other non-school-community relations factors may play a more important role in explaining the variance of student achievement at Suburban School than at the other two schools.

Research Question Five. This question addressed the relationship between effective school-community relations and student achievement. No major correlation was found at any of the three schools. This suggests that the rating for effective school-community relations is independent from student achievement. While the variables of resolution and access may account for a degree of the explained variance of student achievement, achievement clearly stands separate from perceptions of effective school-community relations programs considered as a whole. This suggests that parents may distinguish between the separate processes of school-community relations (e.g., resolution and access) and the perception of an effective school-community relations program.

Reserach Question Six. This question, the first of seven that do not include any results for City School, measured the amount of variance explained of legitimacy by the five independent variables of communication, involvement, participation, resolution, and access. Communication is the primary predictor for legitimacy at Rural School and the secondary predictor for Suburban School. Involvement is the strongest predictor for legitimacy at Suburban School; this is consistent with the earlier pattern of an emphasis on involvement at Suburban School.

Research Question Seven. This question examined the relationship between effective school-community relations and legitimacy. The relationship between the two variables was moderately high for both schools.

Research Question Eight. This question considered the relationship between the different measures of student achievement and legitimacy. No significant relationships were found between achievement and legitimacy.

Research Question Nine. This question measured the amount of variance explained of support by the five independent variables of communication, involvement, participation, resolution, and access. Involvement was the strongest predictor of support with resolution being the second strongest predictor of the variance explained of support. One explanation for this finding is that involvement brings parents directly into the school and so allows them to observe the resources available for instructional purposes.

Research Question Ten. This question examined the relationship between effective school-community relations and support. No relationship was found for Rural School and little relationship was found at Suburban School.

Research Question Eleven. This question considered the relationships between the different measures of student achievement and support. No significant relationships were found between achievement and support.

Research Question Twelve. This question addressed the relationship between legitimacy and support. At Rural School, no significant relationship was found; at Suburban School, a moderately high relationship was found. When the combination of findings from research questions three, six, and nine are taken together with the finding for this question, involvement is clearly identified as a key determinant for the other variables at Suburban School. As discussed later in the study, involvement may be a forum or vehicle for communication at Suburban School and, in turn, serve to distinguish Suburban School from other schools.

Technical Report No. 525

Part 2 of 2 Parts

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS, COMMUNITY SUPPORT, AND STUDENT ACHIEVEMENT IN COMMUNITIES OF DIFFERENT SOCIO-ECONOMIC CHARACTER

by

Hillel I. Raskas

Report from the Project on
Studies of Administration and Organization for Instruction

B. Dean Bowles
Faculty Associate

Wisconsin Research and Development Center
for Individualized Schooling
The University of Wisconsin
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284

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The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

WISCONSIN RESEARCH AND DEVELOPMENT
CENTER FOR INDIVIDUALIZED SCHOOLING

DEDICATION

To My Friends

For a man is known by the friends he keeps

The advancement of knowledge and of the quality of life depends as much on the arts of finding and formulating problems as on the technical skills for solving the problems once they are found and formulated. And one might even argue that the ultimate values of a people reside more in the questions they put to life than in the transitory solutions to which they may be driven.

Jacob Getzels

The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill. To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science and in all activities.

Albert Einstein

The whole question of questions and not answers is very interesting. Suppose no one asked a question.
What would the answer be?

Gertrude Stein

TABLE OF CONTENTS

Page

DEDICATION . . . .

LIST OF TABLES . . . .

LIST OF FIGURES. . . . .

CHAPTER

I. BACKGROUND AND RELATED LITERATURE 1

Background of the Study. 2

School-Community Relations. 2
Student Achievement 4
Community Support 6
Accountability and School-Community Relations 7

Related Literature 11

School-Community Relations. 11

Communication. 13
Involvement. 17
Participation. 20
Resolution 24
Summary. 27

Home-School-Community Relations Project . . . 28

Underlying Principles of Home-School-Community Relations 28
Political Context of Home-School-Community Relations 30
Research on Home-School-Community Relations 36

School-Community Relations and Student Achievement. 43

Achievement Literature 44
Achievement Research 45

289

CHAPTER Page

Significance of the Study 51

Significance for Research. 51
Significance for Practice. 53

Organization of the Study 54

II. DESIGN AND METHODOLOGY 56

Design. 56

Conceptual Framework 56

Programmatic Elements 57
Processes 60
Goals 86
Summary of Conceptual Framework 96

Research Questions 97

Methodology 99

Instrumentation. 102

Case Study Interview Protocol 102
Parent Interview Protocol 104
Critical Incident Questionnaire 108

Site Selection 109

ITBS Information. 110
Selection Criteria. 110
Site Visits 111

Population and Sample. 112

Population Selection. 113
Sample Selection. 113

Data Collection. 114

Case Study Data 114
Parent Interview Data 116
Achievement Data. 117

290

CHAPTER Page

Data Analysis 118

Field Data 118
Statistical Data 119

Limitations of the Study 123

III. RURAL AND SUBURBAN ELEMENTARY SCHOOLS: TWO CASE STUDIES 125

Rural Village. 125

The Community of Rural Village. 125
Rural Elementary School 129

School-Community Relations Program . . . 132
Programmatic Activities. 133
Nonprogrammatic Activities 140
Use of School-Community Relations Variables 143

Implications for the Study. 146

Suburban Homes 148

The Community of Suburban Homes 148
Suburban Elementary School. 153

School-Community Relations Program . . . 156
Programmatic Activities. 157
Nonprogrammatic Activities 163
Use of School-Community Relations Variables 166

Implications for the Study. 169

Chapter Summary. 171

IV. FINDINGS I: RESEARCH QUESTIONS ANSWERED. 172

Research Questions 172

Interpretation of the Tables. 173

Correlation Tables 173
Regression Tables. 173

CHAPTER Page

Research Question One 174

Rural School 174
Suburban School. 176
Rural and Suburban Schools 176
Summary for Research Question One. . . . 179

Research Question Two 180

Rural School 180
Suburban School. 180
Rural and Suburban Schools 183
Summary for Research Question Two. . . . 183

Research Question Three 183

Rural School 185
Suburban School. 185
Rural and Suburban Schools 188
Summary for Research Question Three. . . 188

Research Question Four. 190

Rural School 190
Suburban School. 201
Rural and Suburban Schools 210
Summary for Research Question Four . . . 220

Research Question Five. 220
Research Question Six 221

Rural School 221
Suburban School. 226
Rural and Suburban Schools 226
Summary for Research Question Six. . . . 229

Research Question Seven 229
Research Question Eight 231
Research Question Nine. 231

Rural School 231
Suburban School. 236
Rural and Suburban Schools 236
Summary for Research Question Nine . . . 239

292

CHAPTER Page

Research Question Ten 239
Research Question Eleven. 241
Research Question Twelve. 241
Summary of Research Questions One to Twelve . 246

Introduction of Findings From Big City 248

Research Question One 248
Research Question Two 249
Research Question Three 249
Research Question Four. 249
Research Question Five. 249
Research Question Six to Twelve 250

Chapter Summary. 250

V. FINDINGS II: PATH ANALYSIS 256

Discussion of Path Analysis. 256
Research Questions 263

Research Question Two 265

Rural School 265
Suburban School. 267
Rural and Suburban Schools 269
Summary for Research Question Two. . . . 271

Research Question Three 271

Rural School 275
Suburban School. 277
Rural and Suburban Schools 280
Summary for Research Question Three. . . 282

Research Question Four. 282

Rural School 283
Suburban School. 299
Rural and Suburban Schools 299
Summary for Research Question Four . . . 305

Research Question Six 306

Rural School 310
Suburban School. 313
Rural and Suburban Schools 317

293

CHAPTER Page

Summary for Research Question Six . . . 319

Research Question Nine 320

Rural School. 320
Suburban School 322
Rural and Suburban Schools. 329
Summary for Research Question Nine. . . 333

Summary of Research Questions. 333

Introduction of Findings From Big City. 334

Research Question Three. 335
Research Question Four 335

Chapter Summary 336

VI. CONCLUSIONS AND IMPLICATIONS 341

Conceptual Refinement 343

Processes. 344

Access. 344
Communication 345
Involvement 345
Resolution. 346
Participation 352

Goals. 353

Support 353
Legitimacy. 354
Achievement 354
Effective School-Community Relations. . 355
Policy Outcomes 355
Child Growth and Development. 356

Theoretical Conclusions 356

School-Community Relations 357

Relationships Among the Five Variables. 357

294

CHAPTER Page

- Relationship Between the Four Variables and Access . . . 358
- Relationship Between the Five Variables and Effective School-Community Relations . . . 359

Community Support for Schools . . . 361
School-Community Relations and Achievement . . . 361

- Relationship Between the Five Variables and Achievement . . . 362
- Relationship Between Effective School-Community Relations and Achievement . . . 362

Achievement and Community Support . . . 363
School-Community Relations and Community Support . . . 364

- School-Community Relations and Legitimacy 364
- School-Community Relations and Support . . . 365

Model and Paradigm Development . . . 367

Existing Model . . . 368
Proposed Model . . . 368

- Program . . . 371
- Primary Processes . . . 371
- Secondary Processes . . . 371
- Institutional Goals . . . 372
- Student Goals . . . 372

Alternative Models and Paradigms . . . 373

- Support . . . 379
- Legitimacy . . . 379
- Effective School-Community Relations . . . 379
- Policy Outcomes . . . 379
- Student Achievement . . . 380

Suggestions for Further Research . . . 380

Wisconsin Home-School-Community Relations Project . . . 381
Studies in School-Community Relations . . . 383

CHAPTER Page

Traditional Patterns 384
Student Achievement. 385
Community Support. 386
Politics of Education. 387

Implications for Practice. 388

Research Sites. 388

Rural School 389
Suburban School. 392

School-Community Relations. 395

Local School Building Site 396
School District Level. 397
Training of Administrators and Teachers. 398

Concluding Comments. 400

BIBLIOGRAPHY 403

APPENDICES

A CASE STUDY INTERVIEW PROTOCOL. 420

B PARENT INTERVIEW PROTOCOL: HOME-SCHOOL-COMMUNITY RELATIONS. 430

C MODIFIED LIKERT SCALE. 446

D LETTER TO REVIEWERS OF THE CONCEPTS LEGITIMACY AND SUPPORT. 449

E SUMMARY OF THE STUDY 451

F CONTENT VALIDITY QUESTIONNAIRE FOR LEGITIMACY AND SUPPORT. 453

G RATINGS FOR LEGITIMACY AND SUPPORT 460

H SUMMARY COMMENTS ON LEGITIMACY AND SUPPORT 462

I CRITICAL INCIDENT QUESTIONNAIRE. 470

J STUDENT DATA RECORD FORM 472

296

APPENDICES Page

K QUESTIONS FOR ORIENTATION VISIT. 475

L LETTER TO PARENTS. 479

M THANK-YOU LETTER 482

N NOTIFICATION OF NO INTERVIEW 484

O GLOBAL DATA. 486

P RESOLUTION TABLES. 535

Q T-TEST DATA FOR DIFFERENCES BETWEEN SCHOOLS. 538

R AGGREGATED DATA FOR SCHOOLS COMBINED 542

297

LIST OF TABLES

TABLE Page

4-1 Correlations Among the Variables of School-Community Relations (Personal) Rural School 175

4-2 Correlations Among the Variables of School-Community Relations (Personal) Suburban School. 177

4-3 Correlations Among the Variables of School-Community Relations (Personal) Rural and Suburban Schools. 178

4-4 Multiple Step-Wise Regression Analysis Dependent Variable - Access (Personal) Rural School. 181

4-5 Multiple Step-Wise Regression Analysis Dependent Variable - Access (Personal) Suburban School 182

4-6 Multiple Step-Wise Regression Analysis Dependent Variable - Access (Personal) Rural and Suburban Schools. 184

4-7 Multiple Step-Wise Regression Analysis Dependent Variable - School-Community Relations (Personal) Rural School 186

4-8 Multiple Step-Wise Regression Analysis Dependent Variable - School-Community Relations (Personal) Suburban School 187

4-9 Multiple Step-Wise Regression Analysis Dependent Variable - School-Community Relations (Personal) Rural and Suburban Schools. 189

4-10 Multiple Step-Wise Regression Analysis Dependent Variable - Reading Grades (Personal) Rural School. 192

4-11 Multiple Step-Wise Regression Analysis Dependent Variable - Mathematics Grades (Personal) Rural School. 193

4-12 Multiple Step-Wise Regression Analysis Dependent Variable - Language Grades (Personal) Rural School. 194

298

TABLE Continued Page

4-13 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Reading Scores (Personal)
Rural School 196

4-14 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Mathematics Scores (Personal)
Rural School 197

4-15 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Language Scores (Personal)
Rural School 198

4-16 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Cumulative Scores (Personal)
Rural School 200

4-17 Multiple Step-Wise Regression Analysis
Dependent Variable - Reading Grades (Personal)
Suburban School. 202

4-18 Multiple Step-Wise Regression Analysis
Dependent Variable - Mathematics Grades (Personal)
Suburban School. 203

4-19 Multiple Step-Wise Regression Analysis
Dependent Variable - Language Grades (Personal)
Suburban School. 204

4-20 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Reading Scores (Personal)
Suburban School. 206

4-21 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Mathematics Scores (Personal)
Suburban School. 207

4-22 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Language Scores (Personal)
Suburban School. 208

4-23 Multiple Step-Wise Regression Analysis
Dependent Variable - ITBS Cumulative Scores (Personal)
Suburban School. 209

4-24 Multiple Step-Wise Regression Analysis
Dependent Variable - Reading Grades (Personal)
Rural and Suburban Schools 211

4-25 Multiple Step-Wise Regression Analysis Dependent Variable - Mathematics Grades (Personal) Rural and Suburban Schools 212

4-26 Multiple Step-Wise Regression Analysis Dependent Variable - Language Grades (Personal) Rural and Suburban Schools 214

4-27 Multiple Step-Wise Regression Analysis Dependent Variable - ITBS Reading Scores (Personal) Rural and Suburban Schools 215

4-28 Multiple Step-Wise Regression Analysis Dependent Variable - ITBS Mathematics Scores (Personal) Rural and Suburban Schools 216

4-29 Multiple Step-Wise Regression Analysis Dependent Variable - ITBS Language Scores (Personal) Rural and Suburban Schools 218

4-30 Multiple Step-Wise Regression Analysis Dependent Variable - ITBS Cumulative Scores (Personal) Rural and Suburban Schools 219

4-31 Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal) Rural School 222

4-32 Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal) Suburban School. 223

4-33 Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal) Rural and Suburban Schools 224

4-34 Multiple Step-Wise Regression Analysis Dependent Variable - Legitimacy (Personal) Rural School 225

4-35 Multiple Step-Wise Regression Analysis Dependent Variable - Legitimacy (Personal) Suburban School. 227

4-36 Multiple Step-Wise Regression Analysis Dependent Variable - Legitimacy (Personal) Rural and Suburban Schools 228

TABLE Continued Page

4-37 Correlations Between Legitimacy and School-Community Relations (Personal) 230

4-38 Correlations Between Legitimacy and Different Measures of Student Achievement (Personal) Rural School 232

4-39 Correlations Between Legitimacy and Different Measures of Student Achievement (Personal) Suburban School. 233

4-40 Correlations Between Legitimacy and Different Measures of Student Achievement (Personal) Rural and Suburban Schools 234

4-41 Multiple Step-Wise Regression Analysis Dependent Variable - Support (Personal) Rural School 235

4-42 Multiple Step-Wise Regression Analysis Dependent Variable - Support (Personal) Suburban School. 237

4-43 Multiple Step-Wise Regression Analysis Dependent Variable - Support (Personal) Rural and Suburban Schools 238

4-44 Correlations Between Support and School-Community Relations (Personal) 240

4-45 Correlations Between Support and Different Measures of Student Achievement (Personal) Rural School 242

[illegible]46 Correlations Between Support and Different Measures of Student Achievement (Personal) Suburban School 243

4-47 Correlations Between Support and Different Measures of Student Achievement (Personal) Rural and Suburban Schools 244

4-48 Correlations Between Legitimacy and Support (Personal) . 245

4-49 Research Questions: Summary Table 251

TABLE Continued Page

A Sample Table: Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable 260

5-1 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Access Rural School 266

5-2 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Access Suburban School. 268

5-3 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Access Rural and Suburban Schools 270

5-4 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - School-Community Relations Rural School 276

5-5 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - School-Community Relations Suburban School. 278

5-6 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - School-Community Relations Rural and Suburban Schools 281

5-7 Standardized Coefficients of a Model of Home-School Community Relations with Resolution as an Intervening Variable, Dependent Variable - ITBS Cumulative Rural School 288

5-8 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Mathematics Grade Rural School 290

TABLE Continued Page

5-9 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Language Grade Rural School 292

5-10 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - ITBS Language Rural School 294

5-11 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - Mathematics Grade Rural School 296

5-12 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - Language Grade Rural School 298

5-13 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - ITBS Cumulative Rural and Suburban Schools 300

5-14 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - Mathematics Grade Rural and Suburban Schools 302

5-15 Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable, Dependent Variable - Language Grade Rural and Suburban Schools 304

5-16 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - Legitimacy Rural School 312

5-17 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - Legitimacy Suburban School. 314

TABLE Continued Page

5-18 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - Legitimacy Suburban School 316

5-19 Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable, Dependent Variable - Legitimacy Rural and Suburban Schools. 318

5-20 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - Support Rural School. 321

5-21 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - Support Suburban School 324

5-22 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Support Suburban School 327

5-23 Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable, Dependent Variable - Support Rural and Suburban Schools. 330

5-24 Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable, Dependent Variable - Support Rural and Suburban Schools. 332

5-25 Path Analysis: Summary Table 337

6-1 Resolution as a Critical Incident Level of Issue Chi-Square Relationships. 349

6-2 Resolution as a Critical Incident Satisfaction with Process Chi-Square Relationships. 351

6-3 Alternative Models: Home-School-Community Relations. . 376

LIST OF FIGURES

FIGURE Page

1-1 Home-School-Community Relations: Primary Interaction Patterns 33

1-2 Home-School-Community Relations: Programmatic Model 35

2-1 Research Questions (1-5) 100

2-1 Research Questions (6-12) 101

A Sample Figure: Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables 258

5-1 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables
Research Question Two 264

5-2 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Community Relations for Rural School
Research Question Three 272

5-3 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Comunity Relations for Suburban School
Research Question Three 273

5-4 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Community Relations for Rural and Suburban Schools
Research Question Three 274

305

FIGURE Continued Page

5-5 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement for Rural School
Research Question Four 284

5-6 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement for Rural School
Research Question Four 285

5-7 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement for Rural and Suburban Schools
Research Question Four 286

5-8 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Rural School
Research Question Six 307

5-9 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Suburban School
Research Question Six 308

5-10 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Suburban School
Research Question Six 309

5-11 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Rural and Suburban Schools
Research Question Six 311

FIGURE Continued Page

5-12 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Support Research Question Nine 323

5-13 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Support Research Question Nine 326

6-1 Home-School-Community Relations: Programmatic Model 369

6-2 Home-School-Community Relations: Programmatic Model--Revised 370

6-3 A Paradigm for Home-School-Community Relations 374

Abstract

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS, COMMUNITY SUPPORT, AND STUDENT ACHIEVEMENT IN COMMUNITIES OF DIFFERENT SOCIO-ECONOMIC CHARACTER

Hillel I. Raskas

Under the supervision of Professor B. Dean Bowles

The purpose of this study was to examine the relationships between effective school-community relations, community support for schools, and student academic achievement in two communities of different socio-economic character. The research was based on a programmatic model for school-community relations which was composed of three components: program elements, processes, and goals. The program elements were not used in the course of the study. For the purposes of the study, the processes component provided five independent variables of communication, involvement, participation, resolution, and access. The variables of community support and student achievement were drawn from the goals component of the model. Community support for schools was taken as the combination of the community's economic support and sense of legitimacy for the local neighborhood school.

The study was carried out in the two communities called Rural Village and Suburban Homes. Rural Village represented a rural area with families of predominantly lower to middle income status.

Suburban Homes was an example of a middle to upper middle income suburban community. A validated interview protocol that contained both open-ended and focused questions was used to collect data from parents. Student data was measured through achievement test scores and academic grades for students in the fourth, fifth, and sixth grades.

Of the five independent, process variables, three were found to be of importance. Communication, the exchange of information between the home and the school, best accounted for satisfaction with school-community relations and for legitimacy at the rural school. Involvement, the contribution by parents of time and energy to the school, best accounted for satisfaction with school-community relations and for legitimacy at the suburban school. In addition, involvement served to distinguish between the suburban school and other schools. Resolution, or problem solving, had a slight ability to predict student achievement at the rural school. No relationship was found between support, legitimacy, or effective school-community relations and student achievement at either school.

Among the various conclusions reached in the course of the study, four may be emphasized. First, a clear difference was indicated between parents involvement in school activities and their participation in the decision-making process. Second, most issues identified for resolution were at the individual

309

child-parent-teacher level. Third, alternative models and/or paradigms to explain school-community relations were identified dependent upon a specific selected goal or outcome. Finally, the importance of conducting research at the local school site was indicated for the study of both school-community relations and the politics of education.

Approved by B. Dean Bowles

Date August 29, 1979

310

CHAPTER V

FINDINGS II: PATH ANALYSIS

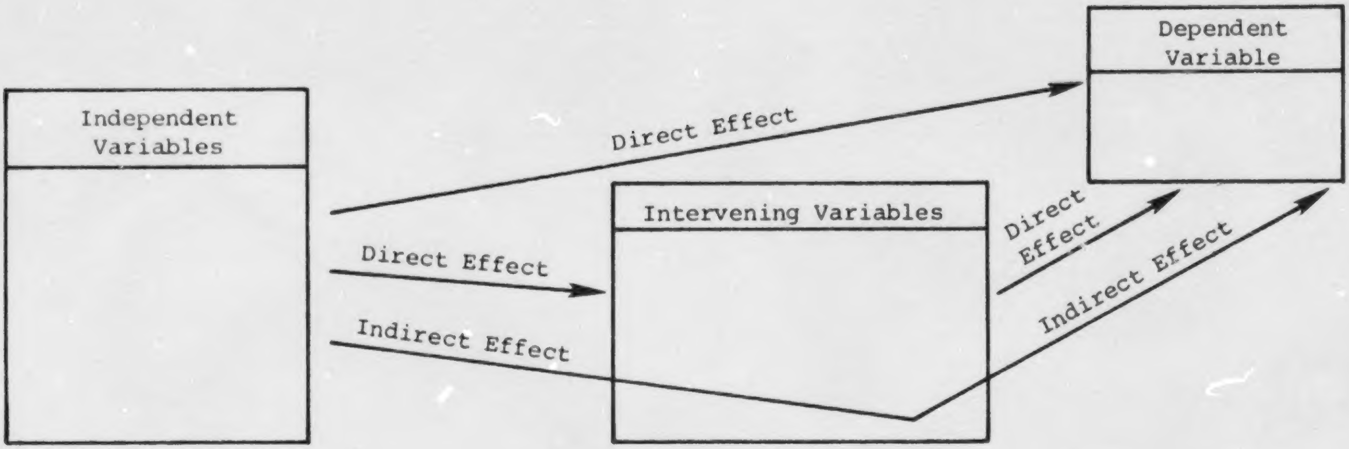
This chapter presents the analysis of the data through the use of path analysis. The chapter contains four sections: (1) a discussion of path analysis, (2) the results of path analysis for five research questions, (3) the results of path analysis from the previous study for Big City, and (4) the summary for path analysis based on both studies. Each of these sections is described in the following pages.

Discussion of Path Analysis

The purpose of path analysis is to assist in the formulation of alternative structural or causal models which suggest different patterns of relationship among variables. As discussed more fully by Smith and Murray (1977), the independent and intervening variables chosen for inclusion in a path analysis equation are based upon the results of multiple regression analysis. Multiple regression provides the percentage of variance of the dependent variable explained by the independent variables (R Square) and the strength of the relationship between the independent variables and the dependent variable (beta weights as measured by standardized regression coefficients). Path analysis seeks to determine whether a selected independent variable mediates or intervenes upon the effect of the other independent variables on the dependent variable. In order to utilize path analysis, path models are first developed (see Sample Figure A) for those research questions that required the use of multiple regression.

The path models illustrated in this section are presumed to be recursive or involving only one-way causation. The path models represent a graphic display of the order in which variables are assumed to affect one another and present a schematic representation of what is assumed to be the conceptual relationships among the variables. The direction of these relationships are indicated by the arrows. As seen in Sample Figure A, it is assumed that the independent variables have both a direct effect on the dependent variable and are mediated by the intervening variable in their impact upon the dependent variable (the indirect effect). The results from this analysis are grounded in the assumption that the relationships are linear and additive, thus they can be represented by linear equations. The path models do not suggest reciprocal effects among the variables, thereby allowing the use of least square regressions.

When path analysis is used, each of the independent variables is regressed upon the intervening variable. Each dependent variable is first regressed on the independent variables and then on both the independent and the intervening variables. The former regressions assess the total effects of the independent


Independent Variables
Direct Effect
Dependent Variable
Intervening Variables
Direct Effect
Direct Effect
Indirect Effect
Indirect Effect

Sample Figure A Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables

variables on the dependent variable. The latter regressions yield direct influences on the dependent variable of the independent and intervening variables. The effects are judged to be substantively significant if the magnitude of the standardized coefficient (beta weight) is larger than .10. A standardized coefficient is judged to be statistically significant if its magnitude is greater than twice the standard error.

The statistical findings of path analysis are presented in a tabular format. As illustrated in Sample Table A, six distinct values are represented in any path analysis table. The letter "A" represents the beta weights of the independent variables which indicate the strength of the relationship between the independent variables (communication and involvement) and the intervening variable (resolution). The R Square (R^2) value represented by "B" indicates the amount of variance explained of the intervening variable (resolution) by the independent variables. The strength of the relationship as indicated by beta weights between the independent variables and the dependent variable (ITBS Reading score) is represented by "C". The strength of the relationship as indicated by beta weights of the combination of the independent and intervening variables (communication or involvement and resolution) and the dependent variable is represented by "D". The amount of variance explained (R^2) of the dependent variable by the independent variables is represented by "E".

Sample Table A

Standardized Coefficients of a Model for Home-School-Community Relations with Resolution as an Intervening Variable[a]

	Intervening Variable	Dependent Variable[b]	
	Resolution	ITBS Reading	
Independent Variables		Direct	Indirect
Communication	A	C	D
Involvement	A	C	D
Resolution			D
R^2	B	E	F

Note. N =

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

$*p < .05$.

$**p < .01$.

The letter "F" represents the amount of variance explained of the dependent variable by the combination of the independent variables and the intervening variable.

In order to interpret the path analysis tables, it is necessary to understand the meaning of the differences between the values contained in the column labelled "direct" and the column labelled "indirect". The values shown under the "direct" label represent the effects of the independent variables upon the dependent variables alone. The values shown under the "indirect" label represent the effects of the independent variables upon the dependent variable when the intervening variable is introduced into the regression equation. The latter effects are indirect as they indicate the influence or mediation of the intervening variable on the independent variables and so affect the dependent variable in an indirect manner. It is the differences between these effects that indicate the importance of the intervening variable in the path model. The greater the difference, the more plausible the causal patterns become.

The differences between the values of the beta weights ("C" and "D") show the change in the strength of the relationship between the independent variables and the dependent variable when the intervening variable is included in the regression equation. The change in the values of the beta weights as they move from direct to indirect effects can display either an increase or a decrease in value. When an increase is shown, the interpretation is made that the intervening variable reinforces the strength of the relationship between the independent and dependent variables; the intervening variable confirms the previous direct relationship. When a decrease is shown, the interpretation is made that the intervening variable reduces the strength of the relationship; hence, the intervening variable possesses a stronger relationship with the dependent variable than the independent variable. In both cases, the occurrence of a difference in the values suggests that the intervening variable is correctly identified in the path model. In addition, a negative beta weight is allowable as it represents a regression coefficient that indicates a negative or inverse relationship between the variables.

The difference between the values for the amount of variance explained (R^2) of the dependent variable ("E" and "F") shows the increase in the amount of variance explained when the intervening variable is introduced into the regression equation. This difference in the values should show a greater value when the intervening variable is taken into account as (1) the amount of variance that can be explained should increase or remain the same when additional variables are utilized and (2) the intervening variable is identified from the original multiple regression analysis as being the strongest individual predictor for the dependent variable. Again, it is the magnitude of this difference that identifies the correct identification of the intervening variable in the path model.

The importance of path analysis is found in its ability to render some causal patterns as being more believable than others. However, it is necessary to remember that causation cannot be unambiguously demonstrated using these techniques; rather, patterns and models for further study are identified through the process. Path analysis is not a statistical procedure; it is a means to depict models that show the influence of one set of variables on another.

Research Questions

In order to further examine the interrelationships among the variables in the study, path analysis was applied based upon the results of the multiple regression analysis. The intervening variables introduced into the regression equations were first identified as those independent variables which most accounted for the variance in the dependent variables as a result of the multiple regression analysis. Because research questions two, three, four, six and nine required the use of multiple regression, path models were developed and path analysis was applied for each of these questions. The results that follow consider the most important findings for the three cases of Rural School, Suburban School, and Rural and Suburban Schools combined for the personal responses (the primary questions of the study).

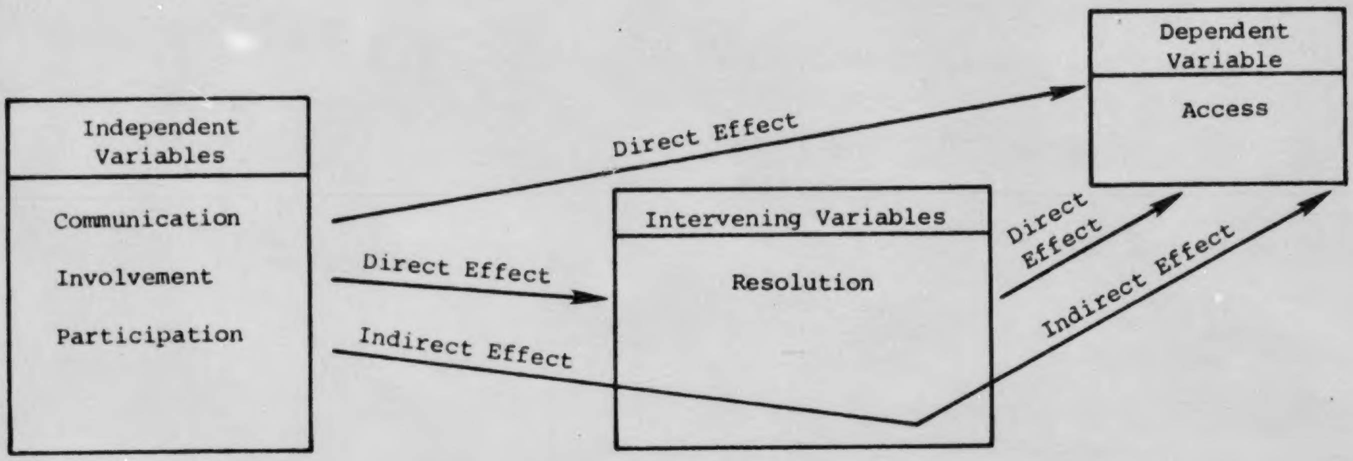

Independent Variables
Communication
Involvement
Participation
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Resolution
Direct Effect
Indirect Effect
Dependent Variable
Access

Figure 5-1 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables Research Question Two

Research Question Two

> What is the relationship between the four independent variables of communication, involvement, participation, and resolution and the dependent variable of access in schools of varying socio-economic character?

For this question, one path model (Figure 5-1) for all three cases is suggested by the findings from the multiple regression analysis for research question two. The independent variables include communication, involvement, and participation; the intervening variable is resolution; the dependent variable is access.

Rural School. The findings for this analysis are found in Table 5-1. Communication (b = .14) and participation (b = .22) are both substantively related to resolution with participation being statistically significant. The independent variables accounted for 9% of the variance explained for resolution. The direct effects of the independent variables on the dependent variable of access indicated that all three variables were substantively related to access (b = .12 communication, b = .13 involvement, b = .21 participation) with only the value for participation being statistically significant. The independent variables accounted for 10% of the variance explained for access.

The introduction of the intervening variable of resolution reduced the strength of the relationship between the independent variables and the dependent variable of access with the value for participation (b = .17) remaining both substantively and statistically significant. The relationship between resolution

Table 5-1

Rural School

Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable[a] ($\underline{N}$ = 62)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Access	
Independent Variables		Direct	Indirect
Communication	.14	.12	.09
Involvement	.06	.13	.12
Participation	.22[c]	.21[c]	.17[c]
Resolution			.18[c]
R^2	.09	.10	.13

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

and access (b = .18) was both substantively and statistically significant. Resolution increased the percentage of explained variance for access by 3%. The conclusion reached here is that resolution does act as an intervening variable as shown by both its ability to reduce the strength of the independent variables and by its ability to increase the amount of explained variance for the dependent variable of access.

Suburban School. The findings for this analysis are found in Table 5-2. Involvement (b = .11) and participation (b = .23) are both substantively related with the intervening variable of resolution with the value for participation being statistically significant. The three independent variables accounted for 10% of the variance explained for resolution. The direct effects of the independent variables on the dependent variable of access indicated that only participation (b = .19) was substantively and statistically significant in its relationship with access. The independent variables accounted for 4% of the variance explained for access.

The introduction of the intervening variable of resolution reduced the strength of the relationship of the independent variables and the dependent variable with the value for participation (b = .08) being reduced by more than half its original value. Resolution was both substantively and statistically significant (b = .47) in its relationship with access. With the

Table 5-2

Suburban School

Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable[a] ($N = 62$)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Access	
Independent Variables		Direct	Indirect
Communication	.06	.00	-.03
Involvement	.11	.02	-.03
Participation	.23[c]	.19[c]	.08
Resolution			.47[c]
R^2	.10	.04	.24**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

$^{**}p < .01$.

introduction of the intervening variable, 24% of the variance explained of access was accounted for at a statistically significant level. The change in the value for participation indicated that resolution intervened in the path model. The high values of both beta (.47) and R^2 (.24) for resolution suggested that resolution was a key determinant for access.

Rural and Suburban Schools. The findings for this analysis are found in Table 5-3. Communication (b = .33) and involvement (b = .17) were both substantively and statistically significant in their relationship to the intervening variable of resolution. The three independent variables accounted for 19% of the variance explained for resolution at a statistically significant level. The direct effects of the independent variables on the dependent variable of access indicated that communication (b = .33) and participation (b = .13) were both substantively and statistically significant in their relationship with access. The three independent variables accounted for 17% of the variance explained for access at a statistically significant level.

The introduction of the intervening variable of resolution reduced the effects of the independent variables on the dependent variable of access. Resolution was found to relate to access at both a substantively and statistically significant level (b = .33). The addition of resolution increased the amount of variance explained for access by 9%. The conclusion reached

Table 5-3

Rural and Suburban Schools

Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable[a] ($N = 124$)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Access	
Independent Variables		Direct	Indirect
Communication	.33[c]	.33[c]	.23[c]
Involvement	.06	.06	.04
Participation	.17[c]	.13[c]	.07
Resolution			.33[c]
R^2	.19**	.17**	.26**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

**$p < .01$.

here is that resolution does act as an intervening variable as shown in the significant differences between the direct and indirect effects of the variables of communication, involvement, participation, and resolution on the dependent variable of access.

Summary for Research Question Two. The results of the analysis for this question indicate that resolution serves as an intervening variable on the relationship of the three independent variables of communication, involvement, and participation to the dependent variable of access. The consistent decrease in the effects of the independent variables with the introduction or resolution shows that resolution reduces and, therefore, impacts upon the independent variables and possesses a stronger relationship with the dependent variable of access than the independent variables. This finding is consistent for both schools regardless of the socio-economic status of the school community.

Research Question Three

> What is the relationship of the five independent variables of communication, involvement, participation, resolution, and access and the dependent variable of effective school-community relations in schools of varying socio-economic character?

For this research question, three different path models (Figures 5-2 to 5-4) are suggested by the findings from the multiple regression analysis for research question three. The path model for Rural School indicates that the independent

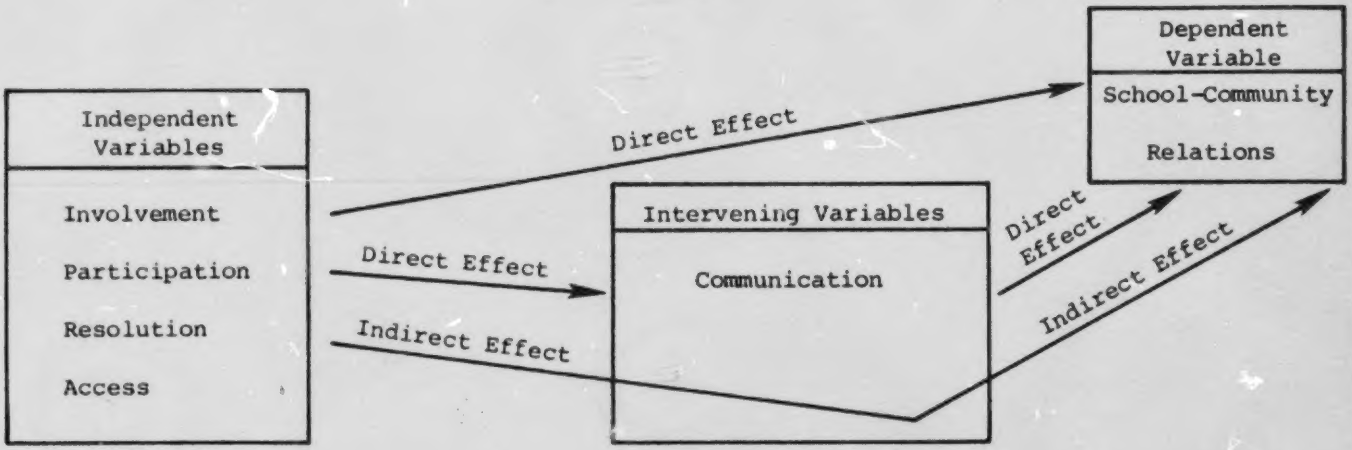

Independent Variables
Involvement
Participation
Resolution
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Communication
Direct Effect
Indirect Effect
Dependent Variable
School-Community Relations

Figure 5-2 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Community Relations for Rural School Research Question Three

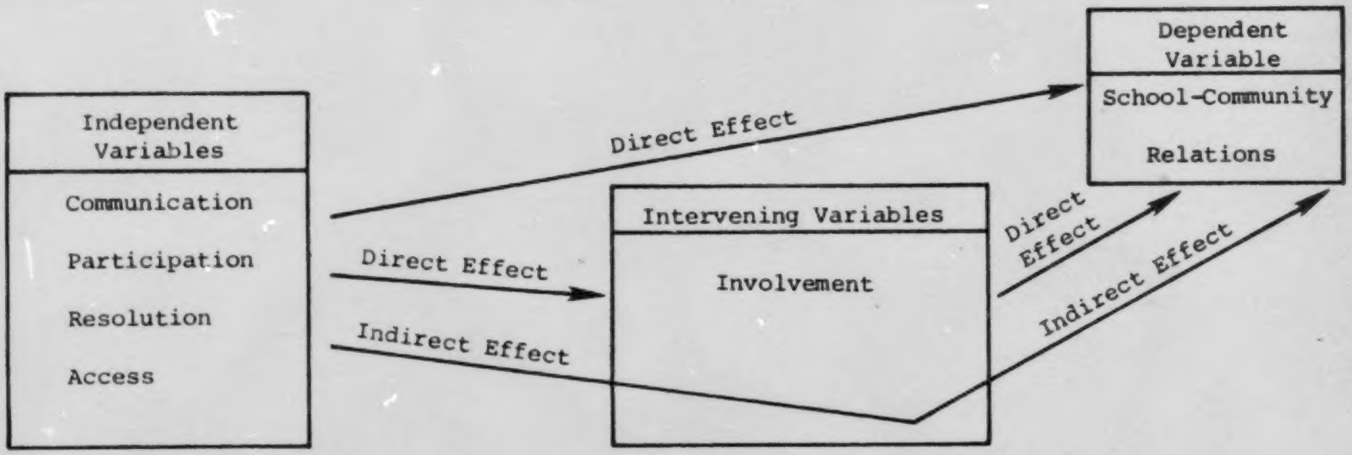

Independent Variables
Communication
Participation
Resolution
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Involvement
Direct Effect
Indirect Effect
Dependent Variable
School-Community Relations

Figure 5-3 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Community Relations for Suburban School Research Question Three

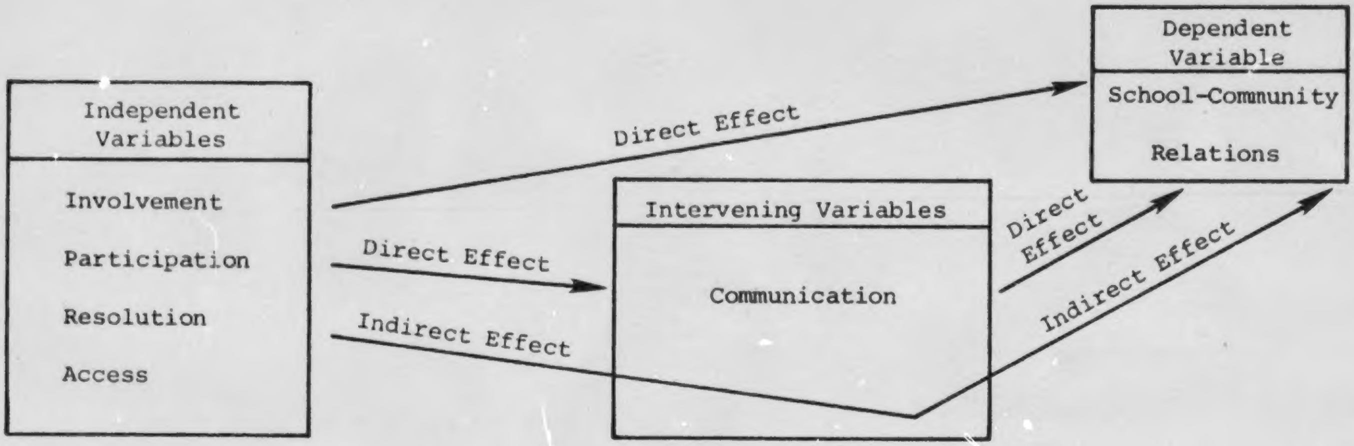

Independent Variables
Involvement
Participation
Resolution
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Communication
Direct Effect
Indirect Effect
Dependent Variable
School-Community Relations

Figure 5-4 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Community Relations for Rural and Suburban Schools Research Question Three

variables include involvement, participation, resolution, and access; the intervening variable is communication; the dependent variable is effective school-community relations. The path model for Suburban School indicates that the independent variables include communication, participation, resolution, and access; the intervening variable is involvement; the dependent variable is effective school-community relations. The path model for Rural and Suburban Schools combined indicates that the independent variables include involvement, participation, resolution, and access; the intervening variable is communication; the dependent variable is effective school-community relations.

Rural School. The findings for this analysis are found in Table 5-4. Involvement (b = .38), participation (b = .17), and resolution (b = .11) are all substantively related to the intervening variable of communication with the value for involvement being statistically significant. The independent variables accounted for 23% of the variance explained for communication at a statistically significant level. The direct effects of the independent variables on the dependent variable of school-community relations indicated that the three variables of involvement (b = .27), resolution (b = .24), and access (b = .16) are substantively related to the dependent variable of effective school-community relations with the values for involvement and resolution being statistically significant. The independent

Table 5-4

Rural School

Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable[a] ($\underline{N} = 62$)

	Intervening Variable	Dependent Variable[b]	
	Communication	School-Community Relations	
Independent Variables		Direct	Indirect
Involvement	.38[c]	.27[c]	.05
Participation	.17	.07	-.04
Resolution	.11	.24[c]	.18[c]
Access	.08	.16	.11
Communication			.58[c]
R^2	.23**	.23**	.49**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

**$\underline{p} < .01$.

variables accounted for 23% of the variance explained for effective school-community relations at a statistically significant level.

The introduction of the intervening variable of communication reduced the strength of the relationship between the independent variables and the dependent variable. The greatest effect of the intervening variable was on the strength of the relationship between involvement and effective school-community relations (a reduction from b = .27 to b = .05). Communication was both substantively and statistically significant (b = .58) in its relationship with effective school-community relations. With the introduction of communication as an intervening variable, the percentage of variance explained of effective school-community relations more than doubled (from 23% to 49%) at a statistically significant level. The conclusion reached here is that communication does act as an intervening variable for this path model as indicated by the variable's ability to reduce the direct effects of the independent variables and by the increase shown in the amount of variance explained of the dependent variable of effective school-community relations.

Suburban School. The findings for this analysis are found in Table 5-5. Participation (b = .31) and resolution (b = .12) were found to be substantively related to the intervening variable of involvement with the value for participation being

Table 5-5

Suburban School

Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable[a] ($\underline{N} = 62$)

	Intervening Variable	Dependent Variable[b]	
	Involvement	School-Community Relations	
Independent Variables		Direct	Indirect
Communication	.07	.26[c]	.24[c]
Participation	.31[c]	.10	-.01
Resolution	.12	.22[c]	.18[c]
Access	-.02	.27	.28
Involvement			.33[c]
R^2	.15	.33**	.42**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

**$\underline{p} < .01$.

statistically significant. The four independent variables accounted for 15% of the variance explained of the intervening variable. The direct effects of the independent variables on the dependent variable of effective school-community relations indicated that all four variables (b = .26 communication, b = .10 participation, b = .22 resolution, b = .27 access) were substantively related to the dependent variable with the values for communication and resolution being statistically significant. The independent variables accounted for 33% of the variance explained for effective school-community relations at a statistically significant level.

The introduction of the intervening variable of involvement slightly reduced the effect of the independent variables upon the dependent variable of effective school-community relations. The greatest effect of the intervening variable of involvement was on the relationship of resolution to effective school-community relations (from b = .22 to b = .18). The relationship of involvement to effective school-community relations was both substantively and statistically significant (b =.33). The percentage of variance explained for effective school-community relations increased by 9% with the introduction of involvement at a statistically significant level. The conclusion reached here is that involvement does possess a minor role as an intervening variable and that involvement shows the strongest relationship with the dependent variable of effective school-community relations as compared to the independent variables.

Rural and Suburban Schools. The findings for this analysis are found in Table 5-6. All four independent variables were found to be substantively related to the intervening variable of communication (b = .26 involvement, b = .11 participation, b = .22 resolution, b = .21 access) with the values for involvement and resolution being statistically significant. The independent variables accounted for 30% of the variance explained for the intervening variable of communication at a statistically significant level. The direct effects of the independent variables upon the dependent variable of effective school-community relations indicated that the three variables of involvement (b = .27), resolution (b = .32) and access (b = .27) were both substantively and statistically significant in their relationship with effective school-community relations at a statistically significant level.

The introduction of the intervening variable of communication greatly reduced the direct effects of the independent variables. The largest effect could be found in the value for involvement (from b = .27 to b = .14). Communication was found to relate at both a substantively and statistically significant level (b = .51) with the dependent variable of effective school-community relations. The addition of communication increased the amount of

Table 5-6

Rural and Suburban Schools

Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable[a] ($N = 124$)

	Intervening Variable	Dependent Variable[b]	
	Communication	School-Community Relations	
Independent Variables		Direct	Indirect
Involvement	.26[c]	.27[c]	.14[c]
Participation	.11	.04	-.02
Resolution	.22[c]	.32[c]	.21[c]
Access	.21	.27[c]	.16[c]
Communication			.51[c]
R^2	.30**	.41**	.59**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

**p < .01.

variance explained for the dependent variable by 18% at a statistically significant level. The conclusion reached here is that communication clearly acts as an intervening variable as shown in the amount of reduction in the effects of the independent variables on the dependent variable of effective school-community relations and in the high degree of relationship between communication and effective school-community relations. The reduction in the direct effects of the independent variables indicates the strength of the intervening variable of communication.

Summary for Research Question Three. The results of the analysis for this research question suggested that communication served as an intervening variable on the effects of the independent variables of involvement, participation, resolution, and access on the dependent variable of effective school-community relations. This finding was strongest for the lower socio-economic status community (Rural). In the case of the higher socio-economic status community (Suburban), involvement played a greater role than communication although the intervening variable of involvement had a lesser degree of impact on the independent variables than that of communication at Rural School.

Research Question Four

> What is the relationship of the five independent variables of communication, involvement, participation, resolution, and access and the dependent variable of achievement in schools of varying socio-economic character?

For this research question, three different path models (Figures 5-5 to 5-7) are suggested by the findings from the multiple regression analysis for research question four. Two path models are shown for Rural School; no path model is shown for Suburban School as an intervening variable is not indicated by the data; one path model is shown for the two schools combined. The first path model for Rural School (Figure 5-5) indicates that the independent variables include communication, involvement, participation, and access; the intervening variable is resolution; the dependent variable is achievement. The second path model for Rural School (Figure 5-6) indicates that the independent variables include communication, involvement, participation, and resolution; the intervening variable is access; the dependent variable is achievement. The path model for the two schools combined (Figure 5-7) includes communication, involvement, participation, and resolution as the independent variables; the intervening variable is access; the dependent variable is achievement. For each path model, three measures of achievement are considered in this section.

Rural School. The first path model considered for Rural School (Figure 5-5) includes resolution as the intervening variable. The three achievement measures discussed for the model are ITBS cumulative score, mathematics grade, and language grade.

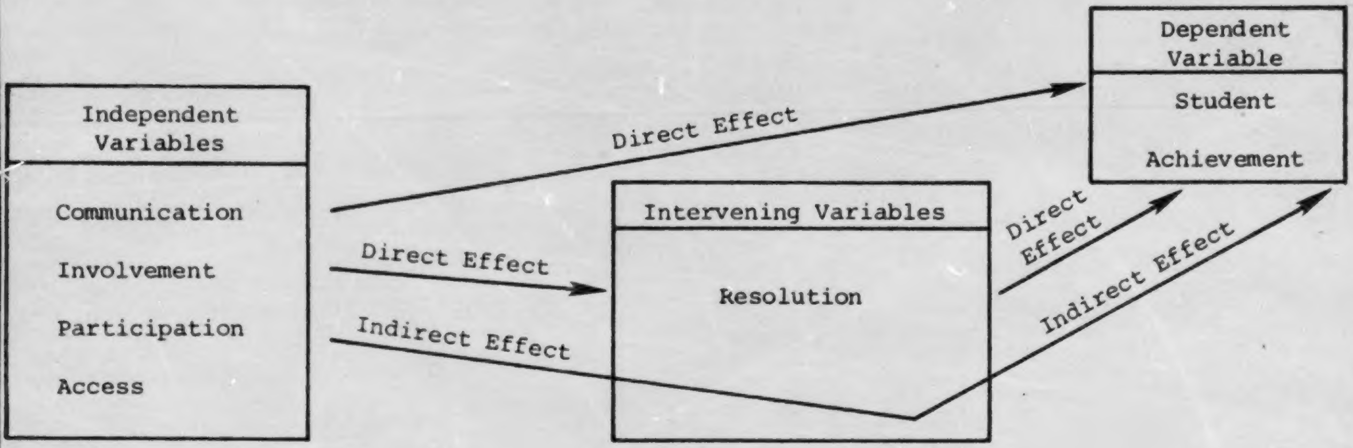

Independent Variables
Communication
Involvement
Participation
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Resolution
Direct Effect
Indirect Effect
Dependent Variable
Student Achievement

Figure 5-5 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement for Rural School Research Question Four

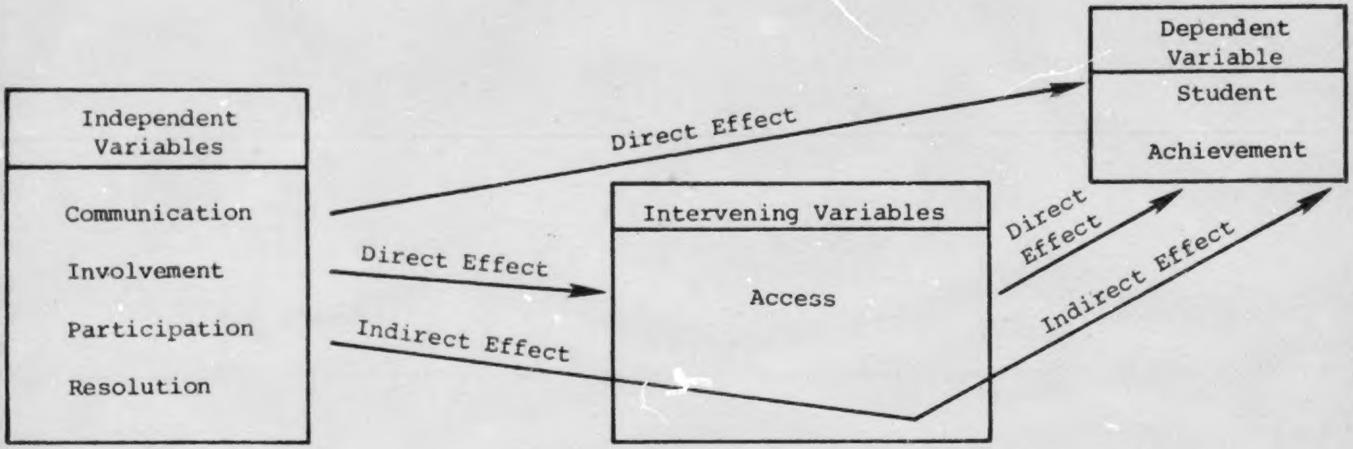

Independent Variables
Communication
Involvement
Participation
Resolution
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Access
Direct Effect
Indirect Effect
Dependent Variable
Student Achievement

Figure 5-6 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement for Rural School Research Question Four

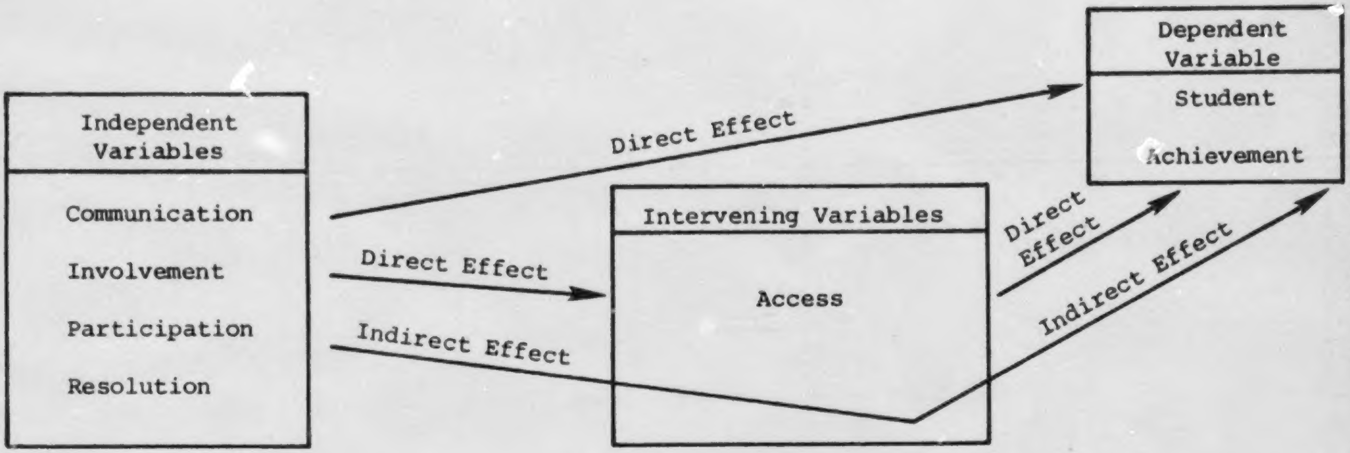

Dependent
Variable
Student
Achievement
Independent
Variables
Communication
Involvement
Participation
Resolution
Direct Effect
Intervening Variables
Access
Direct Effect
Indirect Effect
Direct Effect
Indirect Effect

Figure 5-7 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement for Rural and Suburban Schools Research Question Four

The findings for the first achievement measure are found in Table 5-7. Communication (b = .12), participation (b = .18), and access (b = .18) were substantively, but not statistically, significant in their relationship to the intervening variable of resolution. The four independent variables accounted for 12% of the variance explained for resolution. The direct effects of the independent variables on the dependent variable of ITBS cumulative score indicated that the two variables of involvement (b = .15) and access (b = .16) were substantively, but not statistically, significant in their relationship to the dependent variable. The independent variables accounted for 7% of the variance explained for ITBS cumulative score.

The introduction of the intervening variable of resolution increased the strength of the relationship between the independent variables and the dependent variable of ITBS cumulative score. The greatest effect of the intervening variable was on the relationship between access and ITBS cumulative score (an increase from b = .16 to b = .23). The relationship of the intervening variable of resolution to the dependent variable was substantively, but not statistically, significant (b = -.36). The negative value of this relationship suggested that an inverse relationship existed between the two variables; one explanation being that a lower ITBS cumulative score might bring about greater parental experience with resolution as a satisfactory

Table 5-7

Rural School

Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable[a] ($\underline{N} = 62$)

	Intervening Variable	Dependent Variable[b]	
	Resolution	ITBS Cumulative	
Independent Variables		Direct	Indirect
Communication	.12	.02	.06
Involvement	.04	.15	.17
Participation	.18	.05	.11
Access	.18	.16	.23
Resolution			-.36
R^2	.12	.07	.18*

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

*$\underline{p} < .05$.

process. With the introduction of resolution as an intervening variable, the percentage of variance accounted for ITBS cumulative score increased to 18% at a statistically significant level. The conclusion reached here is that resolution does intervene upon the relationship of the independent variables of communication, involvement, participation, and access and the dependent variable of ITBS cumulative score.

The findings for the second achievement measure are found in Table 5-8. Communication (b = .12), participation (b = .18), and access (b = .18) were substantively, but not statistically, significant in their relationship to the intervening variable of resolution. The independent variables accounted for 12% of the variance explained of resolution. The direct effects of the independent variables on the dependent variable of mathematics grade indicated that access (b =.18) had a substantially, but not statistically, significant relationship with mathematics grade. The independent variables accounted for 5% of the variance explained of the dependent variable.

The introduction of the intervening variable or resolution increased the strength of the relationship of the independent variables and the dependent variable of mathematics grade. The greatest increase was in the value of the relationship between access and the dependent variable (from b = .18 to b = .24). The relationship of resolution to the dependent variable was both

Table 5-8

Rural School

Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable[a] ($\underline{N}$ = 62)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Grade Mathematics	
Independent Variables		Direct	Indirect
Communication	.12	.03	.07
Involvement	.04	-.06	-.05
Participation	.18	.07	.12
Access	.18	.18	.24
Resolution			-.28[c]
R^2	.12	.05	.12

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

substantively and statistically significant in a negative direction (b = -.28). With the introduction of resolution, the variance explained for the dependent variable increased to 12%. The conclusion reached here confirms the identification of resolution as an intervening variable on the relationship of the independent variables of communication, involvement, participation, and access to the dependent variable of mathematics grade.

The findings for the third achievement measure are found in Table 5-9. Communication (b =.12), participation (b =.18), and access (b =.18) were substantively, but not statistically, significant in their relationship to the intervening variable of resolution. The independent variables accounted for 12% of the variance explained for resolution. The direct effects of the independent variables indicated that only participation (b =.11) had a substantially, but not statistically, significant relationship with the dependent variable of language grade. The independent variables accounted for 3% of the variance explained for the dependent variable.

The introduction of the intervening variable of resolution increased the relationship of the independent variables to the dependent variable of language grade. For the two variables of participation and access, the value of their relationship with language grade increased equally (from b = .11 to b = .16 for participation, from b =.09 to b = .14 for access). Resolution

Table 5-9

Rural School

Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable[a] (N = 62)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Grade Language	
Independent Variables		Direct	Indirect
Communication	.12	.04	.08
Involvement	.04	-.03	-.02
Participation	.18	.11	.16
Access	.18	.09	.14
Resolution			-.27[c]
R^2	.12	.03	.09

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

had a substantively and statistically significant (b = -.27) relationship with the dependent variable of language grade in an inverse ration. With the introduction of the intervening variable of resolution, 9% of the variance was explained for language grade. The conclusion reached here is consistent with the finding that resolution serves as an intervening variable in the path model.

The second path model considered for Rural School (Figure 5-6) includes access as the intervening variable. The three achievement measures discussed for the model are ITBS language score, mathematics grade, and language grade.

The findings for the first achievement measure are found in Table 5-10. Involvement (b = .12), participation (b = .17), and resolution (b = .18) were substantively significant in their relationship to the intervening variable of access with the values for participation and resolution being also statistically significant. The independent variables accounted for 13% of the variance explained for access. The direct effects of the independent variables on the dependent variable of ITBS language score indicated that involvement (b = .24), participation (b = .10), and resoltuion (b = -.29) had substantively, but not statistically, significant relationships with the dependent variable. The negative value for resolution suggested an inverse ratio in the relationship between resolution and ITBS language

Table 5-10

Rural School

Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable[a] ($N = 62$)

	Intervening Variable	Dependent Variable[b]	
	Access	ITBS Language	
Independent Variables		Direct	Indirect
Communication	.09	.08	.06
Involvement	.12	.24	.21
Participation	.17[c]	.10	.06
Resolution	.18[c]	-.29	-.34
Access			.24
R^2	.13	.14	.19*

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

score. The independent variables accounted for 14% of the variance explained for the dependent variable.

The introduction of the intervening variable of access decreased the direct effects of the independent variables on the dependent variable of ITBS language score. The greatest decrease was on the relationship of resolution to the dependent variable (from b = -.29 to b = -.34). As discussed earlier, this negative value for a variable is an indication of an inverse ratio. Access had a substantively, but not statistically, significant (b = .24) relationship with the dependent variable. The addition of the intervening variable increased the amount of variance explained for ITBS language score to 19% at a statistically significant level. The conclusion reached here is that access does slightly intervene on the effects of the independent variables of communication, involvement, participation, and resolution on the dependent variable of ITBS language score.

The findings for the second achievement measure are found in Table 5-11. The interpretation for the relationship of the independent variables to the intervening variable is discussed above (Table 5-10). The direct effects of the independent variables on the dependent variable of mathematics grade indicated that participation (b = .16) and resolution (b = -.23) were substantively, but not statistically, significant in their relationship to the dependent variable. The independent

Table 5-11

Rural School

Standardized Coefficients of a Model of Home-School-Community Realtions with Access as an Intervening Variable[a] ($\underline{N}$ = 62)

	Intervening Variable	Dependent Variable[b]	
	Access	Grade Mathematics	
Independent Variables		Direct	Indirect
Communciation	.09	.09	.07
Involvement	.12	-.02	-.05
Participation	.17[c]	.16	.12
Resolution	.18[c]	-.23	-.28[c]
Access			.24
R^2	.13	.07	.12

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

variables accounted for 7% of the variance explained for the dependent variable of mathematics grade.

The introduction of the intervening variable of access slightly reduced the effects of the independent variables on the dependent variable of mathematics grade. The greatest effect was on the change of the relationship of resolution to the dependent variable (from b = -.23 to b = -.28). The relationships of access to the dependent variable was substantively, but not statistically, significant (b = .24). With the introduction of access, 12% of the variance was explained for mathematics grade. The conclusion reached here is that access does intervene on the effects of the independent variables of communication, involvement, participation, and resolution on the dependent variable of mathematics grade.

The findings for the third achievement measure are found in Table 5-12. The interpretation for the relationships of the independent variables to the intervening variable of access is discussed above (Table 5-10). The direct effects of the independent variables on the dependent variable of language grade indicated that participation (b = .18) and resolution (b = -.24) were both substantively and statistically significant in their relationship with the value for resolution suggesting an inverse ratio. The independent variables accounted for 8% of the variance explained for the dependent variable of language grade.

Table 5-12

Rural School

Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable[a] (N = 62)

	Intervening Variable	Dependent Variable[b]	
	Access	Grade Language	
Independent Variables		Direct	Indirect
Communication	.09	.09	.08
Involvement	.12	.00	-.02
Participation	.17[c]	.18[c]	.16
Resolution	.18[c]	-.24[c]	-.27[c]
Access			.14
R^2	.13	.08	.09

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

The introduction of the intervening variable of access slightly reduced the effects of the independent variables on the dependent variable of language grade. The greatest change was on the value for resolution (from b = -.24 to b = -.27). Access had a substantively, but not statistically, significant (b = .14) relationship with language grade. With the introduction of the intervening variable, an additional 1% of the variance was accounted for the dependent variable of language grade. In a consistent pattern, access was found to intervene on the effects of the independent variables of communication, involvement, participation, and resolution on the dependent variable of language grade.

Suburban School. No path models were developed for Suburban School as an intervening variable was not indicated by the data.

Rural and Suburban Schools. The path model for the two schools combined (Figure 5-7) includes access as the intervening variable. The three achievement measures discussed for the model are ITBS language score, mathematics grade, and language grade.

The findings for the first achievement measure are found in Table 5-13. Communication (b = .23) and resolution (b = .33) were found to be both substantively and statistically significant in their relationship to the intervening variable of access. The independent variables accounted for 26% of the variance explained

Table 5-13

Rural and Suburban Schools

Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable[a] (N = 124)

	Intervening Variable	Dependent Variable[b]	
	Access	ITBS Cumulative	
Independent Variables		Direct	Indirect
Communication	.23[c]	.10	.04
Involvement	.04	.19	.18
Participation	.07	.01	-.01
Resolution	.33[c]	-.07	-.15
Access			.27
R^2	.26**	.06	.11*

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficents at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

for access at a statistically significant level. The direct effects of the independent variables on the dependent variable of ITBS cumulative score indicated that communication (b = .10) and involvement (b = .19) were substantively, but not statistically significant, in their relationship to the dependent variable. The independent variables accounted for 6% of the variance explained for ITBS cumulative score.

The introduction of the intervening variable of access slightly decreased the effect of the independent variables on the dependent variable of ITBS cumulative score. The greatest change was in the value for resolution (from b = -.07 to b = -.15). The negative value for resolution is an indication of an inverse ratio in the relationship between resolution and the dependent variable. Access was found to be substantively, but not statistically, significant (b = .27) in its relationship with the dependent variable of ITBS cumulative score. With the introduction of access, 11% of the variance was explained for ITBS cumulative score at a statistically significant level. The conclusion reached here is that access may serve to a slight degree as an intervening variable on the effects of the independent variables of communication, involvement, participation, and resolution on the dependent variable of ITBS cumulative score.

The findings for the second achievement measure are found in Table 5-14. The interpretation of the findings for the

Table 5-14

Rural and Suburban Schools

Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable[a] ($\underline{N}$ = 124)

	Intervening Variable	Dependent Variable[b]	
	Access	Grade Mathematics	
Independent Variables		Direct	Indirect
Communciation	.23[c]	.27[c]	.20[c]
Involvement	.04	.01	-.01
Participation	.07	.01	-.01
Resolution	.33[c]	-.07	-.17[c]
Access			.29[c]
R^2	.26**	.06	.13**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

**$\underline{p}$ < .01.

relationship of the independent variables to the intervening variable of access are discussed above (Table 5-13). The direct effects of the independent variables on the dependent variable of mathematics grade indicated that communication (b = .27) had a substantively and statistically significant relationship with mathematics grade. The independent variables accounted for 6% of the variance explained for the dependent variable of mathematics grade.

The introduction of the intervening variable of access slightly affected the relationship of the independent variables to the dependent variable of mathematics grade. The values for communication (from b = .27 to b = .20) and resolution (from b = -.07 to b = -.17) showed the greatest amount of change. Access had a substantively and statistically significant (b = .29) relationship with the dependent variable of mathematics grade. With the introduction of access, 13% of the variance was explained for the dependent variable at a statistically significant level. The conclusion reached here is that access has a slight intervening effect on the effects of the independent variables of communication, involvement, participation, and resolution on the dependent variable of mathematics grade.

The findings for the third achievement measure are found in Table 5-15. The interpretation of the findings for the relationship of the independent variables to the intervening variable of

Table 5-15

Rural and Suburban Schools

Standardized Coefficients of a Model of Home-School-Community Relations with Access as an Intervening Variable[a] (N = 124)

	Intervening Variable	Dependent Variable[b]	
	Access	Grade Language	
Independent Variables		Direct	Indirect
Communication	.23[c]	.30[c]	.25[c]
Involvement	.04	.05	.04
Participation	.07	.06	.05
Resolution	.33[c]	-.03	-.10
Access			.22[c]
R^2	.26**	.11**	.15**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

**$p < .01$.

access are discussed above (Table 5-13). The direct effects of the independent variables on the dependent variable of language grade indicated that communication (b = .30) had a substantively and statistically significant relationship with the dependent variable. The independent variables accounted for 11% of the variance explained for the dependent variable at a statistically significant level.

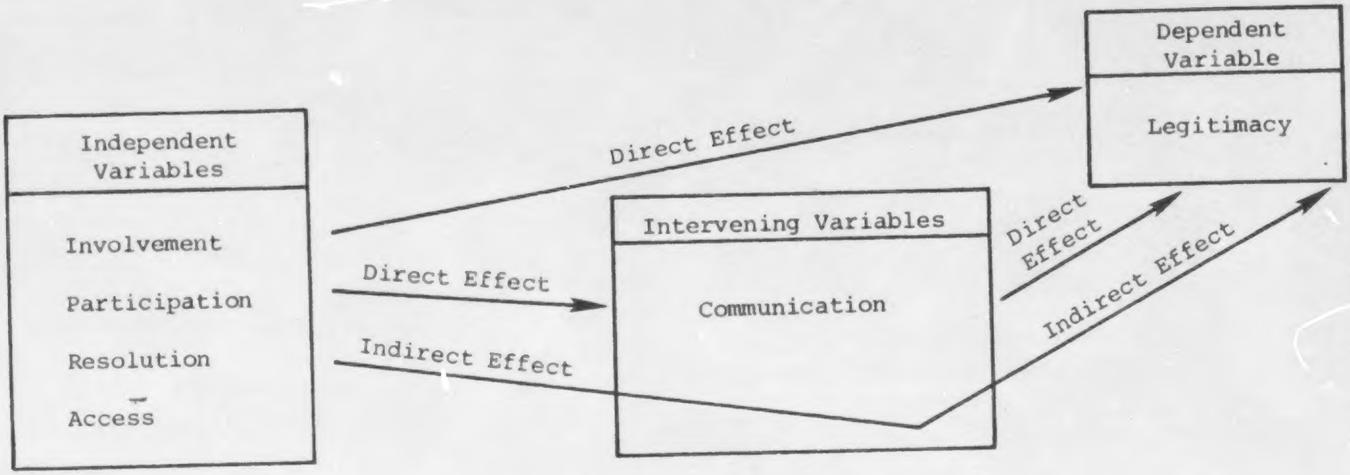
With the introduction of the intervening variable of access, a slight decrease was found in the effects of the independent variables on the dependent variable. The greatest changes were for communication (from b = .30 to b = .25) and for resolution (from b = -.03 to b = -.10). Access had both a substantively and statistically significant (b = .22) relationship with the dependent variable at a statistically significant level. The consistent finding here is that access does serve as a slight intervening variable on the effects of the dependent variables of communication, involvement, participation, and resolution on the dependent variable of language grade.

Summary for Research Question Four. The results of the analysis for this research question suggested that access had a slight intervening effect on the relationship of the independent variables of communication, involvement, participation, and resolution to the dependent variable of achievement. The negative beta weights for resolution are an indication that further study is necessary on the interrelationships of resolution, access, and achievement; one interpretation being that resolution and access may act together in their effects on achievement. In terms of differing socio-economic status, no intervening variable was identified for Suburban School. Access exhibited a weak utility as an intervening variable at Rural School.

Research Question Six

> What is the relationship of the five independent variables of communication, involvement, participation, resolution, and access and the dependent variable of legitimacy in schools of varying socio-economic character?

For this research question, four path models are suggested by the findings from the multiple regression analysis for research question six. One path model is shown for Rural School; two path models are shown for Suburban School; one path model is shown for the two schools combined. The path model for Rural School (Figure 5-8) indicates that the independent variables include involvement, participation, resolution, and access; the intervening variable is communication; the dependent variable is legitimacy. The first path model for Suburban School (Figure 5-9) indicates that the independent variables include involvement, participation, resolution, and access; the intervening variable is communication; the dependent variable is legitimacy. The second path model for Suburban School (Figure 5-10) indicates that the independent variables include communication,



Independent Variables
Involvement
Participation
Resolution
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Communication
Direct Effect
Indirect Effect
Dependent Variable
Legitimacy

Figure 5-8 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Rural School Research Question Six

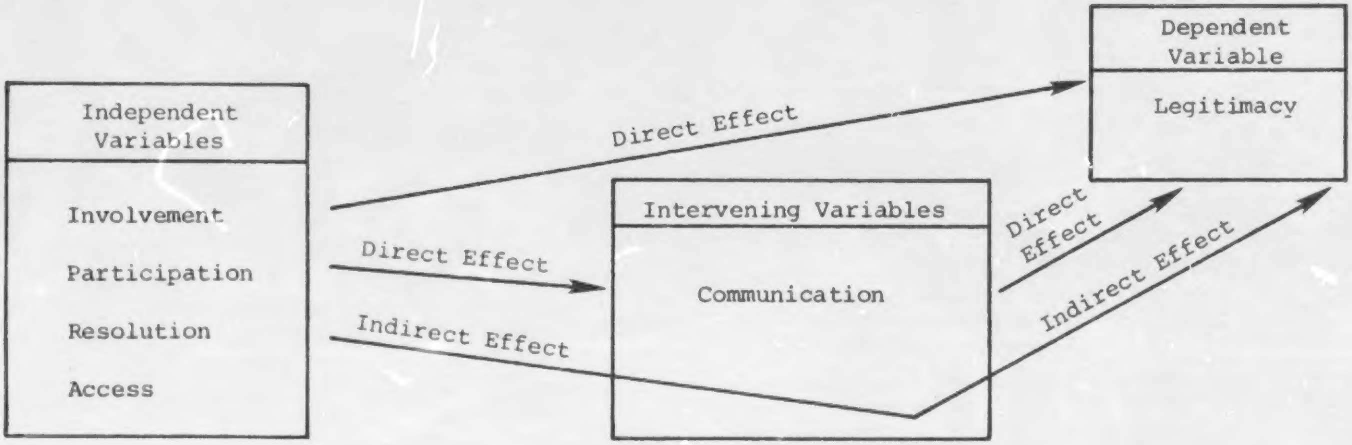

Dependent Variable
Legitimacy
Independent Variables
Involvement
Participation
Resolution
Access
Intervening Variables
Communication
Direct Effect
Direct Effect
Direct Effect
Indirect Effect
Indirect Effect

Figure 5-9 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Suburban School Research Question Six

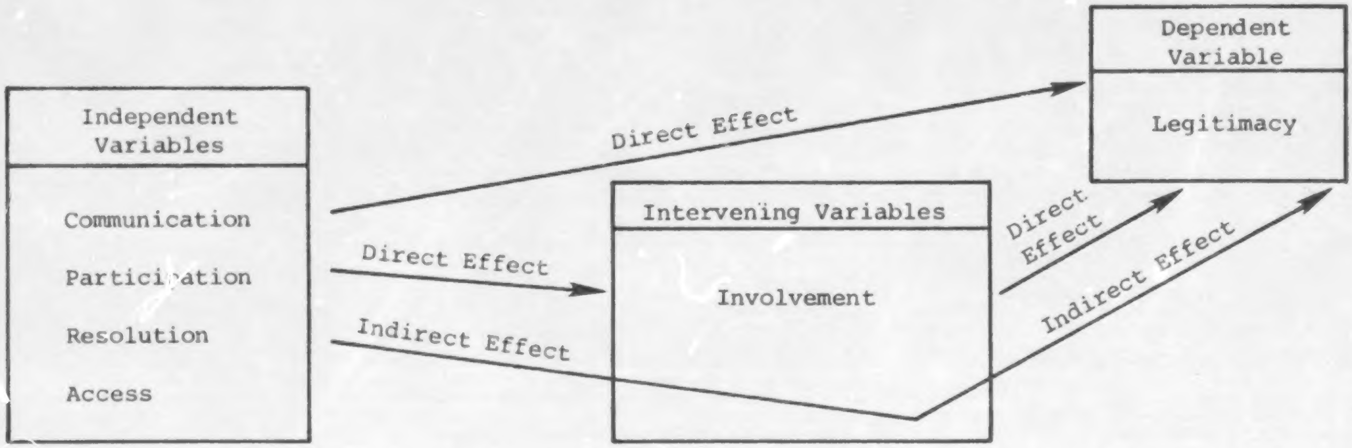

Independent Variables
Communication
Participation
Resolution
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Involvement
Direct Effect
Indirect Effect
Dependent Variable
Legitimacy

Figure 5-10 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Suburban School Research Question Six

participation, resolution, and access; the intervening variable is involvement; the dependent variable is legitimacy. The path model for the two schools combined (Figure 5-11) indicates that the independent variables include involvement, participation, resolution, and access; the intervening variable is communication; the dependent variable is legitimacy.

Rural School. The findings for this analysis are found in Table 5-16. Involvement (b = .38), participation (b = .17), and resolution (b = .11) were found to be substantively significant in their relationship to the intervening variable of communication with the value for involvement being statistically significant. The four independent variables accounted for 23% of the variance explained for resolution at a statistically significant level. The direct effects of the independent variables on the dependent variable of legitimacy indicated that involvement (b = .14) and access (b = .14) were substantively, but not statistically, significant in their relationship to legitimacy. The independent variables accounted for 6% of the variance explained for legitimacy.

The introduction of the intervening variable of communication decreased the direct effects of the independent variables on legitimacy. The greatest change was for the extent of the relationship of involvement and legitimacy (from b = .14 to b = -.07). The interpretation here is that the strength of

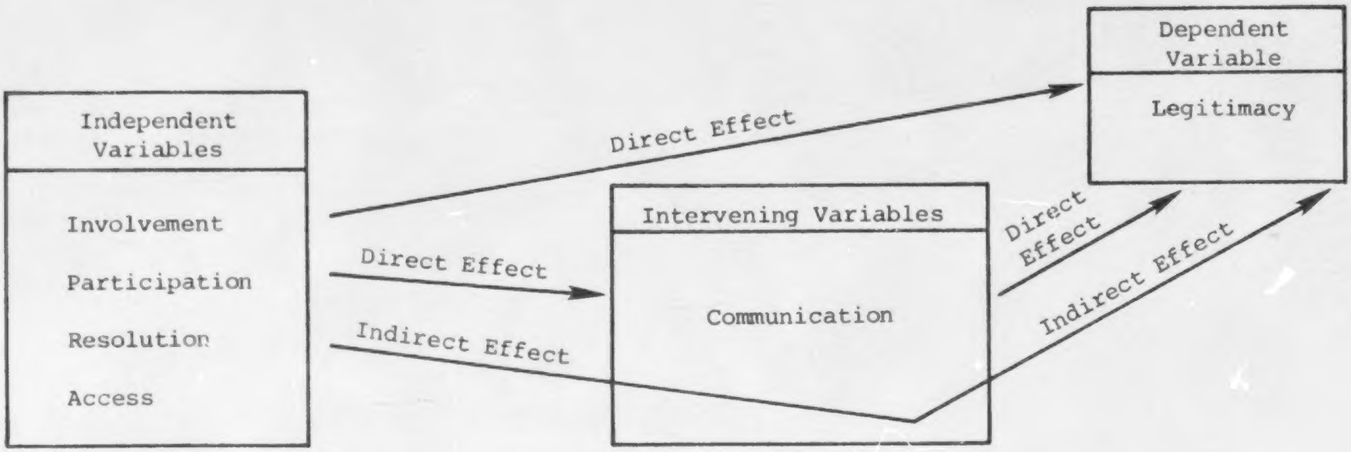

Independent Variables
Involvement
Participation
Resolution
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Communication
Direct Effect
Indirect Effect
Dependent Variable
Legitimacy

Figure 5-11 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy for Rural and Suburban Schools Research Question Six

Table 5-16

Rural School

Standardized Coefficients of a Model of Home-School-Community Relations with Communciation as an Intervening Variable[a] ($\underline{N} = 62$)

	Intervening Variable	Dependent Variable[b]	
	Communication	Legitimacy	
Independent Variables		Direct	Indirect
Involvement	.38[c]	.14	-.07
Participation	.17	.02	-.07
Resolution	.11	.06	.01
Access	.08	.14	.10
Communication			.55[c]
R^2	.23**	.06	.30**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

**$\underline{p} < .01$.

communication in its relationship to legitimacy takes away from the strength of the other variables when communication is introduced into the path model. The relationship of communication to legitimacy (b = .55) was both substantively and statistically significant. With the addition of communication, 30% of the variance was explained for legitimacy at a statistically significant level. The conclusion reached here is that communication clearly intervenes on the relationship of the four independent variables of involvement, participation, resolution, and access to the dependent variable of legitimacy.

Suburban School. The first path model considered for Suburban School includes communication as the intervening variable (Figure 5-9). The findings for this analysis are found in Table 5-17. Participation (b = .38) was found to be both substantively and statistically significant in its relationship to the intervening variable of communication. The four independent variables accounted for 19% of the variance explained for communication at a statistically significant level. The effects of the independent variables on the dependent variable of legitimacy indicated that involvement (b = .31) and participation (b = .12) were substantively significant in their relationship with legitimacy with the value for involvement being statistically significant. The independent variables accounted for 14% of the variance explained for legitimacy.

Table 5-17

Suburban School

Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable[a] ($N = 62$)

	Intervening Variable	Dependent Variable[b]	
	Communication	Legitimacy	
Independent Variables		Direct	Indirect
Involvement	.07	.31[c]	.29[c]
Participation	.38[c]	.12	.03
Resolution	.07	.02	.01
Access	-.03	-.05	-.04
Communication			.23
R^2	.19*	.14	.18*

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

The introduction of communication slightly reduced the effects of the independent variables on legitimacy. The relationship of involvement to legitimacy was only slightly reduced (from b = .31 to b = .29). Communication was found to be substantively (b = .23), but not statistically, significant in its relationship to legitimacy. With the introduction of communication, the amount of variance explained for legitimacy increased to 18% at a statistically significant level. The conclusion reached here is that communication has only a slight intervening effect on the relationship of the independent variables to the dependent variable of legitimacy in this path model.

The second path model considered for Suburban School includes involvement as the intervening variable (Figure 5-10). The findings for this analysis are found in Table 5-18. Participation (b = .31) and resolution (b = .12) were found to be substantively significant in their relationship to the intervening variable of involvement with the value for participation being statistically significant. The four independnet variables accounted for 15% of the variance explained for involvement. The direct effects of the independent variables on the dependent variable of legitimacy indicated that communication (b = .25) and participation (b = .12) were substantively, but not statistically, significant in their relationship to legitimacy. The four independent variables accounted for 11% of the variance explained for legitimacy.

Table 5-18

Suburban School

Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable[a] ($N = 62$)

	Intervening Variable	Dependent Variable[b]	
	Involvement	Legitimacy	
Independent Variables		Direct	Indirect
Communication	.07	.25	.23
Participation	.31[c]	.12	.03
Resolution	.12	.04	.01
Access	-.03	-.05	-.04
Involvement			.29[c]
R^2	.15	.11	.18*

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

The introduction of the intervening variable of involvement slightly reduced the effects of the independent variables on the dependent variable of legitimacy. For communication, the beta weight was reduced (from b = .25 to b = .23). Involvement (b = .29) was found to be both substantively and statistically significant in its relationship to legitimacy. With the introduction of involvement, the amount of variance explained for legitimacy increased to 18% at a statistically significant level. The conclusion reached here is that involvement has a very slight effect on the relationship of the independent variables to the dependent variable of legitimacy in this path model.

Rural and Suburban Schools. The findings for this analysis are found in Table 5-19. All four independent variables (b = .26 involvement, b = .11 participation, b = .22 resolution, b = .21 access) were substantively related to the intervening variable of communication with the values for involvement and resolution being statistically significant. The four independent variables accounted for 30% of the variance explained for communication at a statistically significant level. The direct effects of the independent variables on the dependent variable indicated that the three variables of involvement (b = .23), resolution (b = .12), and access (b = .16) were substantively related to legitimacy with the value for involvement being statistically

Table 5-19

Rural and Suburban Schools

Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable[a] ($N = 124$)

	Intervening Variable	Dependent Variable[b]	
	Communication	Legitimacy	
Independent Variables		Direct	Indirect
Involvement	.26[c]	.23[c]	.10[c]
Participation	.11	.05	-.01
Resolution	.22[c]	.12	.01
Access	.21	.16	.05
Communication			.50[c]
R^2	.30**	.15**	.33**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

**$p < .01$.

significant. The independent variables accounted for 15% of the variance explained for legitimacy at a statistically significant level.

The introduction of the intervening variable of communication clearly reduced the effects of the independent variables on the dependent variable of legitimacy. The change for involvement was (from b = .23 to b = .10). The interpretation here is that communication is a more powerful determinant for legitimacy than the other variables as seen by the decrease in the strength of the other variables when communication is allowed to enter into the regression equation. Communication was found to have both a substantively and statistically significant relationship with legitimacy (b = .50). With the introduction of communication, 33% of the variance was explained for legitimacy at a statistically significant level. The conclusion here is that for the two schools combined, communication does act as an intervening variable on the effects of the independent variables of involvement, participation, resolution, and access on the dependent variable of legitimacy.

Summary for Research Question Six. The results of the analysis for this research question indicated that communication did act as an intervening variable on the effects of the independent variables of involvement, participation, resolution, and access on the dependent variable of legitimacy. For the lower socio-economic status school community (Rural), communication was clearly an intervening variable; for the higher socio-economic status school community (Suburban), communication and involvement both possessed weak positions as intervening variables in the path models.

Research Question Nine

> What is the relationship of the five independent variables of communication, involvement, participation, resolution, and access and the dependent variable of support in schools of varying socio-economic character?

For this research question, two path models are suggested by the findings from the multiple regression analysis for research question nine. The first path model (Figure 5-12) indicates that the independent variables include communication, participation, resolution, and access; the intervening variable is involvement; the dependent variable is support. The second path model (Figure 5-13) indicates that the independent variables include communication, involvement, participation, and access; the intervening variable is resolution; the dependent variable is support. In the case of Rural School, only the first path model is discussed in this section. Both path models are discussed for Suburban School and for the two schools combined.

Rural School. The results for this analysis are found in Table 5-20. Communication (b = .40), participation (b = .10), and access (b = .11) were found to be substantively related with

Table 5-20

Rural School

Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable[a] ($N = 62$)

	Intervening Variable	Dependent Variable[b]	
	Involvement	Support	
Independent Variables		Direct	Indirect
Communication	.40[c]	.12	-.00
Participation	-.10	-.16	-.13
Resolution	.04	.05	.04
Access	.11	-.03	-.06
Involvement			.30
R^2	.19*	.03	.11

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

the intervening variable of involvement with the value for communication being statistically significant. The four independent variables accounted for 19% of the variance explained for involvement at a statistically significant level. The direct effects of the independent variables on the dependent variable of support indicated that communication (b = .12) and participation (b = -.16) were substantively, but not statistically, significant in their relationship to support. The four independent variables accounted for 3% of the variance explained for support.

The introduction of the intervening variable of involvement slightly reduced the strength of the relationship of the independent variables with the dependent variable of support. For communication, the value of the beta weight was reduced (from b = .12 to b = .0). Involvement had a substantively, but not statistically, significant relationship with support (b = .30). With the addition of involvement, 11% of the variance was explained for support. The conclusion reached here is that involvement has no clear role as an intervening variable for the path model for Rural School.

Suburban School. The first path model for Suburban School includes involvement as the intervening variable (Figure 5-12). The findings for this analysis are found in Table 5-21. Participation (b = .31) and resolution (b = .12) were found to be substantively significant in their relationship to involvement with

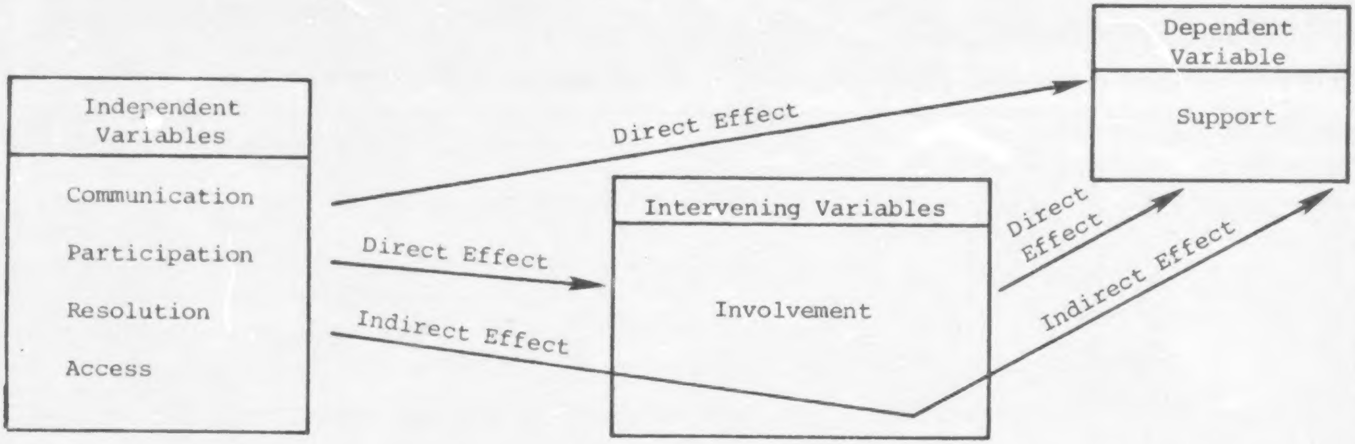

Independent Variables
Communication
Participation
Resolution
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Involvement
Dependent Variable
Support
Direct Effect
Indirect Effect

Figure 5-12 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Support Research Question Nine

Table 5-21

Suburban School

Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable[a] ($\underline{N} = 62$)

	Intervening Variable	Dependent Variable[b]	
	Involvement	Support	
Independent Variables		Direct	Indirect
Communication	.07	.10	.08
Participation	.31[c]	.16	.06
Resolution	.12	.38[c]	.35
Access	-.03	-.16	-.15
Involvement			.32[c]
R^2	.1[illegible]	.19*	.28**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$\underline{p} < .05$.

**$\underline{p} < .01$.

the value for participation being statistically significant. The four independent variables accounted for 15% of the variance explained for involvement. The direct effects of the independent variables on the dependent variable of support indicated that all four variables were substantively significant in their relationship to support (b = .10 communication, b = .16 participation, b = .38 resolution, b = -.16 access) with the value for resolution being statistically significant. The independent variables accounted for 19% of the variance explained for support at a statistically significant level.

The introduction of the intervening variable of involvement slightly reduced the effects of the independent variables on support. For resolution, the value for beta was reduced (from b = .38 to b = .35). Involvement was found to have a substantively and statistically significant relationship with support (b = .32). The interpretation here is that the introduction of involvement brings a strong determinant for support into the regression model, thereby reducing the effects of the other variables. With the introduction of involvement, 28% of the variance was explained for support at a statistically significant level.

The second path model for Suburban School includes resolution as the intervening variable (Figure 5-13). The findings for this analysis are found in Table 5-22. Involvement (b = .10),

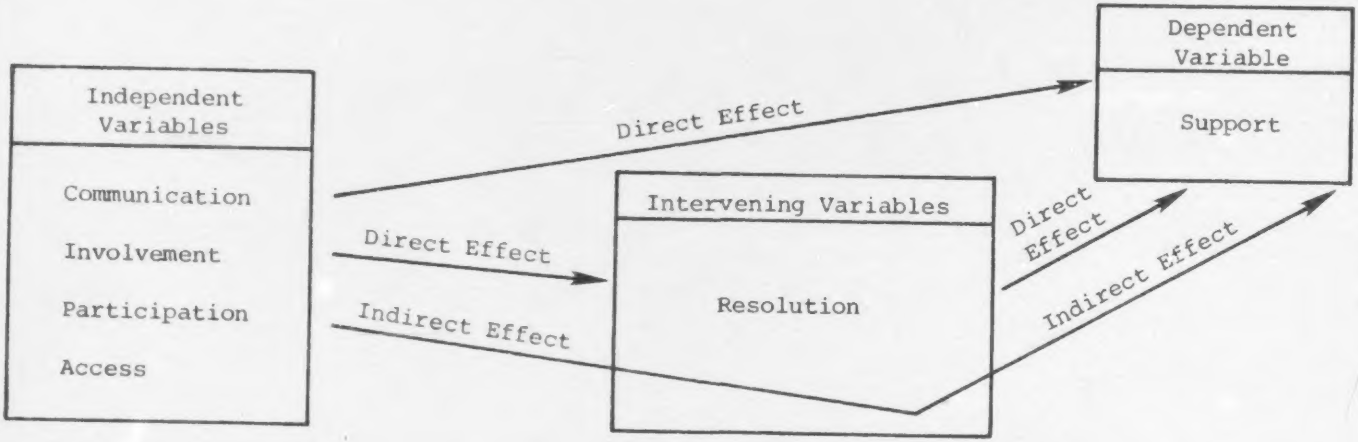

Independent Variables
Communication
Involvement
Participation
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variables
Resolution
Direct Effect
Indirect Effect
Dependent Variable
Support

Figure 5-13 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Support Research Question Nine

Table 5-22

Suburban School

Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable[a] (N = 62)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Support	
Independent Variables		Direct	Indirect
Communication	.06	.10	.08
Involvement	.10	.35[c]	.32[c]
Participation	.14	.11	.06
Access	.45[c]	-.00	-.15
Resolution			.35[c]
R^2	.29**	.19*	.28**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

participation (b = .14), and access (b = .45) were found to be substantively significant in their relationship to the intervening variable of resolution with the value for access being statistically significant. The four independent variables accounted for 29% of the variance explained for resolution at a statistically significant level. The direct effects of the independent variables on the dependent variable of support indicated that communication (b = .10), involvement (b = .35), and participation (b = .11) were substantively significant in their relationship to support with the value for involvement being statistically significant. The four independent variables accounted for 19% of the variance explained for support at a statistically significant level.

The introduction of the intervening variable of resolution slightly reduced the effects of the independent variables on the dependent variable of support. For involvement, the value for beta was reduced (from b = .35 to b = .32). Resolution was found to be both substantively and statistically signficant (b = .35) in its relationship to support. With the introduction of resolution, 28% of the variance was explained for support at a statistically significant level. The conclusion reached here is that resolution does act as an intervening variable on the effects of the independent variables of communication, involvement, participation, resolution, and access on the dependent variable of support.

Rural and Suburban Schools. The first path model for the two schools combined includes involvement as the intervening variable (Figure 5-12). The findings for this analysis are found in Table 5-23. Communication was both substantively and statistically significant (b = .31) in its relationship to the intervening variable of involvement. The four independent variables accounted for 15% of the variance explained for involvement at a statistically significant level. The direct effects of the independent variables on the dependent variable of support indicated that communication (b = .25) and resolution (b = .22) were both substantively and statistically significant in their relationship to support. The independent variables accounted for 14% of the variance explained for support at a statistically significant level.

With the introduction of involvement, the effects of the independent variables on the dependent variable of support were clearly reduced. The greatest change was for the effect of communication (from b = .25 to b = .15). Involvement was found to be both substantively and statistically signficant (b = .30) in its relationship with support. With the introduction of involvement, the amount of variance explained for support increased to 21% at a statistically significant level. The conclu-

Table 5-23

Rural and Suburban Schools

Standardized Coefficients of a Model of Home-School-Community Relations with Involvement as an Intervening Variable[a] ($\underline{N} = 124$)

	Intervening Variable	Dependent Variable[b]	
	Involvement	Support	
Independent Variables		Direct	Indirect
Communication	.31[c]	.25[c]	.15
Participation	.09	-.03	-.06
Resolution	.05	.22[c]	.21
Access	.04	-.03	-.04
Involvement			.30[c]
R^2	.15**	14**	.21**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

$^{**}\underline{p} < .01$.

sion reached here is that involvement clearly intervenes on the effect of the independent variables of communication, participation, resolution, and access on the dependent variable of support.

The second path model for the two schools combined includes resolution as the intervening variable (Figure 5-13). The findings for this analysis are found in Table 5-24. Communication (b = .22), participation (b = .13), and access (b = .32) were all substantively and statistically significant in their relationships with the intervening variable of resolution. The four independent variables accounted for 28% of the variance explained for resolution at a statistically significant level. The direct effects of the independent variables on the dependent variable of support indicated that communication (b = .20) and involvement (b = .31) were both substantively and statistically significant in their relationships with support. The independent variables accounted for 18% of the variance explained for support at a statistically significant level.

The introduction of the intervening variable of resolution slightly reduced the effects of the independent variables on support. For communication, the value of beta was reduced (from b = .20 to b = .15). This is an indication that the strength of resolution takes away some of the relationship that communication has with support when resolution is taken into account. Resolu-

Table 5-24

Rural and Suburban Schools

Standardized Coefficients of a Model of Home-School-Community Relations with Resolution as an Intervening Variable[a] (N = 124)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Support	
Independent Variables		Direct	Indirect
Communication	.22[c]	.20[c]	.15
Involvement	.04	.31[c]	.30[c]
Participation	.13[c]	-.03	-.06
Access	.32[c]	.02	-.04
Resolution			.21[c]
R^2	.28**	.18**	.21**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

**$p < .01$.

tion had both a substantively and statistically significant relationship with support (b = .21). With the introduction of resolution, 21% of the variance was explained for support at a statistically significant level. The conclusion reached here is that resolution has a slight position as an intervening variable on the effects of the independent variables of communication, involvement, participation, and access on the dependent variable of support.

Summary for Research Question Nine. The results of the analysis for this research question suggested that involvement and resolution serve as intervening variables in the two path models where support is the dependent variable. In the models, involvement is more critical than resolution in its effects. For Rural School, no major results were obtained; for Suburban School, involvement and resolution were both useful in explaining the path models.

Summary of Research Questions

In this section, five research questions were addressed through the application of path analysis. The findings from each of these research questions are summarized in the following discussion.

> Research Question Two. The findings for this research question indicated that resolution served as an intervening variable when access was the dependent variable. No differences were found in terms of socio-economic characteristics of the two school communities.

Research Question Three. The findings for this research question indicated that communication served as an intervening variable when effective school-community relations was the dependent variable. For the lower socio-economic status school community (Rural), communication was most critical; for the higher socio-economic status school community (Suburban), involvement played a greater role as an intervening variable.

Research Question Four. The findings for this research question indicated that no pattern of an intervening variable could be found when achievement was the dependent variable except for a slight emphasis on access. No intervening variable was identified for Suburban School; access exhibited a weak utility as an intervening variable at Rural School. Further research was indicated for the interrelationships of resolution, access, and achievement.

Research Question Six. The findings for this research question indicated that communication served as an intervening variable when legitimacy was the dependent variable. For Rural School, communication was most crucial; for the higher socio-economic status school community of Suburban School, both communication and involvement served as intervening variables.

Research Question Nine. The findings for this research question indicated that involvement and resolution served as intervening variables when support was the dependent variable. No significant pattern was obtained for Rural School; involvement and resolution were identified as intervening variables for Suburban School.

Introduction of Findings from Big City

As discussed in the previous chapter, the findings for City School, located in Big City, are included here as both studies utilized the same design and methodology. For City School, path analysis was applied by Ingram for research questions three and four.

Research Question Three

For this research question, communication was identified as the intervening variable when effective school-community relations was the dependent variable. In terms of the effects of the independent variables on the dependent variable, the most important finding was that communication reduced the effect of involvement (from b = .40 to b = .09) on effective school-community relations. Communication had both a substantively and statistically significant relationship (b = .58) with effective school-community relations. With the introduction of communication, 58% of the variance was explained for effective school-community relations.

Research Question Four

For this research question, resolution was identified as the intervening variable when achievement was the dependent variable. When resolution was introduced into the path equation, the direct effects of the independent variable was affected, thus suggesting that resolution did intervene in the path model. Resolution was found to be both substantively and statistically significant in its relationship to reading grades (b = .54), mathematics grades (b = .47), and cumulative grades (b = .56). With the introduction of resolution, the amount of variance explained for achievement increased an average of 11% over seven measures of achievement.

Chapter Summary

In this chapter the data from this study and the previous study by Ingram (1978) have been interpreted through the development of path models and the application of path analysis. Here, the findings are briefly summarized and compared (where possible) with the findings of Ingram. The results of path analysis are also displayed in Table 5-25.

The summary that follows discusses the five research questions where multiple regression was first utilized (questions two, three, four, six, and nine) to analyze the data. As noted earlier, it is important to remember that path analysis is a means to suggest different patterns of relationships among variables. When an intervening variable appears to have some mediating effect on the relationship of several independent variables to a dependent variable or when seemingly incongruent results are obtained (e.g., negative beta weights), the clearest statement that can be made is that possible areas for future research have been identified.

Research Question Two. This question measured the amount of variance in the dependent variable of access that could be explained by the independent variables of communication, involvement, participation, and resolution. Resolution was found to mediate the effects of communication, involvement, and participation upon the variable of access. Hence, it can be concluded

Table 5-25

Path Analysis

Summary Table

Research question	Rural school	Suburban school	City school
2. Four variables and access	Resolution as intervening variable	Resolution as intervening variable	---
3. Five variables and effective school-community relations	Communication as intervening variable	Involvement as intervening variable	Communication as intervening variable
4. Five variables and achievement	Slight emphasis on access	No pattern	Resolution as intervening variable
6. Five variables and legitimacy	Communication as intervening variable	Involvement as intervening variable	---
9. Five variables and support	Involvement as intervening variable	Involvement and resolution as intervening variables	---

that resolution functions as an intervening variable between the three variables of communication, involvement, and participation and the variable of access.

Research Question Three. This question considered the amount of variance explained for effective school-community relations by the five independent variables of communication, involvement, participation, resolution, and access. At Rural and City Schools, communication mediated the effects of the other four independent variables upon effective school-community relations; at Suburban School, the variable of involvement intervened upon these effects. Hence, it can be concluded that communication functions as an intervening variable between the other four independent variables and effective school-community relations with a deviant case being exhibited for Suburban School.

Research Question Four. This question examined the amount of variance explained of student achievement by the five independent variables of communication, involvement, participation, resolution, and access. For Rural School, access served as a slight intervening variable; for Suburban School, no pattern could be identified; for City School, resolution served as an intervening variable. This lack of a consistent finding for the research question is partly explained by the minor amount of relationship between the independent variables and achievement as seen in the earlier discussion for multiple regression. If no major effects can be found through the more direct form of analysis, little further relationship should be expected for the secondary techniques of path analysis. In addition, the presence of negative values for this question indicate a need for further study on the role of resolution and access in school-community relations. Hence, it can be concluded that no single variable clearly serves as an intervening variable for the effects of communication, involvement, participation, resolution, and access on the dependent variable of student achievement.

Research Question Six. This question measured the amount of variance explained of support by the five independent variables of communication, involvement, participation, resolution, and access. The variable of communication was able to mediate the effects of the other variables upon the dependent variable of legitimacy. A separate conclusion for Suburban School indicated that involvement was more critical than communication in serving as an intervening variable. Hence, it can be concluded that communication functions as a primary intervening variable and that involvement functions as a secondary intervening variable on the effects of the other variables upon the dependent variable of legitimacy.

Research Question Nine. This question measured the amount of variance explained of support by the five independent variables of communication, involvement, participation, resolution, and access. Involvement was found to be the primary mediating variable on the effects of the other variables upon support at Rural School and resolution was a secondary mediating variable on the effects of the other variables at Suburban School. Hence, it can be concluded that involvement and resolution function as intervening variables between the other independent variables and the dependent variable of support.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This final chapter presents the conclusions and implications of the study. The chapter is divided into five sections: conceptual refinement, theoretical conclusions, model and paradigm development, suggestions for further research, and implications for practice. A set of final comments conclude the chapter.

The primary purpose of the study has been to examine the relationships between effective school-community relations, student academic achievement, and community support for schools. As one in a series of studies conducted by the Home-School-Community Relations Project at the University of Wisconsin-Madison, the study used a previously validated research instrument (Ingram, 1978) and addressed a set of 12 research questions.

The first chapter of the study focused on the review of the literature relevant to the study and on a description of the Wisconsin Home-School-Community Relations Project. The literature on school-community relations most often displayed an emphasis on the administrative approach with recent literature considering the role of citizens in the decision-making process. The literature on school-community relations and student achievement suggested a generally positive relationship although few, if any, of the reported studies utilized a well-developed program of school-community relations. In the description of the Wisconsin project, the programmatic model was explained and the previous research conducted by project members was summarized.

The second chapter of the study contained the design and methodology. The design of the study was based on the programmatic model for home-school-community relations. This model is composed of three components: programmatic elements, processes, and goals. The methodology of the study was a replication of a previous study (Ingram, 1978) where a validated research instrument was developed and implemented. In this study, the variable of community support for schools was added to the research plan. The 12 research questions used to direct the research were developed in the chapter.

The third chapter of the study presented the two case studies. Rural village was seen as an area in the process of change and where nonprogrammatic activities support an informal network for communication that links together various subgroups. Suburban Homes was shown to be a planned community where the values of school community members are often similar and where a high degree of active parent involvement is a community norm.

The fourth chapter of the study was the first of the two findings chapters. The 12 research questions were addressed for each of the schools with the data analysis being accomplished through the use of product-moment correlation and step-wise multiple regression. In addition, this chapter introduced the findings from Big City, the previous research site. City School, located in the major industrial area of Big City, was identified as serving an all Black population predominantly drawn from a large public housing complex.

The fifth chapter of the study was the second of the two findings chapters. Here, path analysis was applied to the data from several research questions in an attempt to identify possible intervening variables.

The major source of variance in the study is found in the selection of the research sites. With the introduction of the third site, three distinct sources of data are available for analysis. Rural School represents a rural area of White families who are predominantly of lower to middle income status. Suburban School is an example of a middle to upper middle income suburban White community. City School is a lower income Black community. These three schools provide the basis for the discussion in the remainder of the chapter.

Conceptual Refinement

The conceptual framework used to guide the research was the programmatic model for home-school-community relations. In the study, the variables under investigation were drawn from the processes and goals (or outcomes) of the model. The discussion that follows attempts to reconfirm or redefine each of the elements contained in the two components of processes and goals.

Processes

In a programmatic model for home-school-community relations, the interactions that take place among the various members of the school community occur through the processes of access, communication, involvement, resolution, and participation. (As stated earlier, access was treated as a process in the study). Each of these processes is considered in the following discussion.

Access. In the programmatic model for home-school-community relations used to guide the study, the variable of access was designated originally as a goal element. Based upon the suggestions of Bartels (1978) and Ingram (1978), access was considered as a process in the study. The conclusion reached here is that access is a process of home-school-community relations as seen by its (1) close relationship with resolution and (2) relative independence from the other processes of school-community relations. Access appears to combine with resolution as a secondary process whereby problems or complaints of parents are handled by school staff members. Although still concerned with the extent to which school community members can have their interests represented to those in a decision-making capacity, access is a process through which school-community relations occurs and not a goal of the school-community relations program. Rather, access is a means through which the goals of school-community relations are attained.

Communication. The process of communication is concerned with the exchange of information among the various members of the school community. It represents the first level of interactions that take place in any school-community relations program or activity. In the study, the definition and importance of communication as a process was reconfirmed through its identification as one of the key variables in determining effective school-community relations and legitimacy. As discussed earlier in the study, communication can be either written or nonwritten and can occur either in a one-way or two-way pattern of exchange.

Involvement. The process of involvement is defined as the contribution by parents of time, skill, and expertise to the school. This definition is confirmed by the study with some modification. First, it is clear from the findings that involvement is a separate process from that of participation. When parents are "involved," they are actually giving up some time or other resource to the school; this suggests that the presence of parents in the school must be well-defined and not treated in the same manner in every situation. Second, involvement has been identified as a key factor in distinguishing the higher socioeconomic status school community (Suburban) from the other research sites. This would indicate that involvement serves as an alternative forum for communication in certain school communities. Involvement may act as both the means through which parents contribute to the school and as a vehicle through which other processes of school-community relations may take place.

Resolution. The process of resolution is concerned with how problems are solved and how conflict is managed. In the previous study, Ingram (1978, pp. 245, 255) indicated that resolution had a strong, positive relationship with all measures of student achievement and tended to focus on individual, specific child-parent-teacher problems rather than on larger school-wide policies or practices. In order to more fully explore the role of resolution in school-community relations, a critical incident question was introduced in this study.

The critical incident questionnaire was presented to 80 or 65% of the 124 respondents. After the interviews were completed, each questionnaire was reviewed and given a rating on two dimensions: (1) micro or macro level issue and (2) satisfaction or dissatisfaction with the process of resolution. After each questionnaire was properly coded, the matching parent interview protocol and student record form were located and values were recorded for the six variables of access, support, legitimacy, school-community relations, ITBS cumulative score, and reading grade. The values for each of the six variables were assigned high or low ratings based upon the median scores for the variables (see Appendix P). For each of the two dimensions discussed below, a set of chi-square tables were generated for the relationships between the ratings for the dimensions and the ratings for the variables for the three cases of Rural School, Suburban School, and the two schools combined.

The first dimension, micro-level or macro-level issue, was based upon whether the incident discussed a concern affecting the individual, specific parent-child-teacher relationship or a matter affecting a significant number of parents or children on a general school-wide policy or practice. Examples of micro-level issues included student discipline, class placement, individualization of instruction, identification of children with exceptional educational needs, and other minor problems. Examples of macro-level issues included ongoing concerns related to school bussing for transportation, previous overcrowded classrooms, discipline of students as a whole, and proper use of school facilities. At both schools, parents selected a micro-level issue two-thirds of the time when asked to identify a critical incident for resolution. Hence, it can be concluded that parents identify resolution most often as being concerned with matters related to the individual parent-child-teacher relationship rather than with school-wide policies or practices.

The results of the analysis for the relationship between the level of an issue and the ratings for the six variables (Table 6-1) did not produce any statistically significant findings except for the one instance of support for the two schools combined. In addition, the only pattern of a possible relationship was found for support at the two schools when considered separately. This lack of a consistent pattern of relationship suggests that the level of an issue is not a determining factor for the six variables of access, support, legitimacy, school-community relations, ITBS cumulative score, and reading grade.

The identification of resolution as being primarily related to micro-level issues leads to the question of where macro-level issues and concerns are handled in the school-community relations program. Based upon the data presented here, parents are first concerned with matters that affect their own relationship to the school and that of their own children and the school. To a majority of parents at the two schools, problems that affect the school as a whole are secondary when critical incidents of resolution are considered.

The second dimension, satisfaction or dissatisfaction, was taken as the direct answer to the probe: "Were you satisfied with the manner in which resolution was achieved?" For Rural School, 69% of the parents were satisfied; for Suburban School, 87% of the parents were satisfied; for the two schools combined,

Table 6-1

Resolution as a Critical Incident

Level of Issue

Chi-Square Relationships

Variable	Rural school		Suburban school		Rural & suburban schools	
	ϕ	χ^2	ϕ	χ^2	ϕ	χ^2
Access	.18	.45	.01	.12	.08	.18
Support	.33	2.47	.20	1.09	.25	4.21*
Legitimacy	.07	.00	.14	.39	.05	.04
School-community relations	.25	1.20	.08	.06	.06	.07
ITBS cumulative	.04	.01	.08	.05	.06	.11
Reading grade	.01	.10	.04	.00	.02	.00

ϕ (*phi*) indicates the degree of the relationship between the variables.

χ^2 (*chi*-square) indicates the level of significance for the relationship.

*$p < .05$.

79% of the parents were satisfied. Although the percentage of high and low ratings for the selected variables (Appendix P) would possibly suggest the opposite of the above finding, the differences in scores for the two schools (Appendix Q) support this finding. The discrepancy encountered here is due to the higher level that an individual score for a variable must attain before being considered "high" at Suburban School.

The results of the analysis for the relationship between satisfaction with the process of resolution and the ratings for six variables (Table 6-2) did not produce any statistically significant findings. Although some instances of a minor relationship are possibly indicated in isolated cases, it is clear from the data presented here that satisfaction or dissatisfaction with the process of resolution for a specific critical incident is not a determining factor for the six variables of access, support, legitimacy, school-community relations, ITBS cumulative score, and reading grade.

The dimension of satisfaction or dissatisfaction with the process of resolution can also be interpreted within the context of how parents reacted to the way their problems were handled by school staff members. To many of the parents who expressed a feeling of dissatisfaction, their negative response was related to the outcome of a problem and not to the process alone. This finding, combined with the previously discussed high levels for

Table 6-2

Resolution as a Critical Incident

Satisfaction with Process

Chi-Square Relationships

Variable	Rural school		Suburban school		Rural & suburban schools	
	ϕ	χ^2	ϕ	χ^2	ϕ	χ^2
Access	.18	.45	.03	.13	.17	1.55
Support	.08	.01	.10	.04	.00	.07
Legitimacy	.22	.73	.21	.96	.11	.57
School-community relations	.39	3.61	.09	.02	.20	2.27
ITBS cumulative	.29	1.80	.10	.04	.18	1.83
Reading grade	.01	.10	.30	2.43	.14	1.03

ϕ (phi) indicates the degree of the relationship between the variables.

χ^2 (chi-square) indicates the level of significance for the relationship.

*$p < .05$.

satisfaction, might suggest that an important aspect of resolution is the manner in which the resolution is achieved. Although parents may disagree with the actual results of the process, they may still be satisfied with the process itself. Hence, the sequence of events through which problems are solved and conflict is managed may be as crucial in determining satisfaction with resolution as the actual outcomes or end results of the events themselves.

Based upon the findings for resolution as a critical incident, it can be concluded that the level of a specific issue and satisfaction with the process of resolution are not related to selected variables of school-community relations and achievement. However, the importance of resolution as a process in school-community relations is reconfirmed as seen in the earlier findings of chapters four and five. Resolution is redefined here as a secondary process along with that of access whereby problems or complaints of parents are handled by school staff members. In addition, the definition of resolution is seen to focus primarily on micro-level issues; i.e., those concerns related more directly to individual parent-child-teacher problems.

Participation. The process of participation is the part that parents play in helping to make decisions at the school that affect their child alone, a group of children, or the school as a whole. In the study, participation did not appear as a key variable in response to either the research questions or path analysis. In the course of the interviews, many parents experienced difficulty in distinguishing between participation and resolution; this may have been due to a problem in the research instrument. However, participation was clearly differentiated from the process of resolution. In future work, participation might be more clearly defined as the part parents play in helping to make decisions on a day-to-day basis that affect their child. Although participation is still included as one of the processes, the lack of relevant findings suggest that its interpretation and understanding by parents needs to be more fully developed.

Goals

The goals of a school-community relations program represent the intended outcomes of the programmatic elements and the processes of school-community relations. The goals (or outcomes) discussed in this section include support, legitimacy, achievement, effective school-community relations, policy outcomes, and child growth and development.

Support. The goal of support is the visible indication of the willingness of citizens to stand behind the school as an institution and to back it with both political and economic resources. In the study, the emphasis in this definition has been placed on the economic dimensions of support. The usefulness of this latter aspect of the definition is confirmed by the study.

The question that remains unanswered is the meaning of support as the contribution of political resources. Although members of the public may say that they "support the schools," the operationalization of support as a political contribution is unclear. However, when support is defined as an economic measure, its meaning and intent is clear to parents.

Legitimacy. The goal of legitimacy is one of acceptance of the school's decision-making capability, rightfulness to exercise authority, and trust in the validity of its mission. This definition is reconfirmed in the study and is seen by parents as separate from support or from the other variables of school-community relations. Legitimacy remains as one of the more difficult concepts to define in a school-community relations model as concrete evidence for the goal of legitimacy is rarely seen in specific acts or events. Still, it can be concluded that legitimacy does exist and is recognized by parents as a dimension of the school and community relationship.

Achievement. The goal of achievement focuses on optimal student performance in cognitive learning and the basic skills. This definition is reconfirmed in the study. For the purpose of the study, achievement was measured through both the subjective measure of student grades and the objective measure of a standardized achievement test (ITBS scores) with little major differences in the findings. Achievement remains as one of the school performance concepts--the reasons why schools exist--even though it displays a minor relationship with school-community relations.

Effective School-Community Relations. The goal of effective school-community relations was not included as one of the original goals of home-school-community relations. It is defined here as a goal of the home-school-community relations model which provides for the general level of relationship among members of the school community toward the school-community relations program and the school as a whole in periods of normality and an absence of crisis. Effective school-community relations is the overall measure of the status of the school-community relations program.

Policy Outcomes. The goal of policy outcomes was not included as one of the original goals of home-school-community relations. It is defined here as a goal of the home-school-community relations model which provides for the role parents play in helping to formulate school policies and programs on a school-wide basis. The need for this goal is seen by the lack of evident data on macro-level issues and the lack of findings for participation by parents in decision making on a school-wide basis. While the goal of policy outcomes may be close to nonexistent at some schools, the increasing demand for greater citizen participation in educational decision making requires the inclusion of such a goal in an inclusive model for home-school-community relations.

Child Growth and Development. The goal of child growth and development represents what is considered to be the affective or personal dimensions of a child's education. Although not considered in the study, it remains as one of the school performance concepts--the reason why schools exist.

Theoretical Conclusions

The theoretical conclusions of the study consider the several variables of the study, namely, effective school-community relations, student academic achievement, and community support for schools. The conclusions contained in this section are based on the three research sites of Rural School, Suburban School, and City School (when data is available). As defined earlier, Rural School is a rural area of White families who are predominantly of lower to middle income status; Suburban School is an example of a middle to upper middle income suburban White community; and City School is a lower income Black community located in a major industrial city. The conclusions discussed here include those for school-community relations, community support for schools, school-community relations and achievement, achievement and community support, and school-community relations and community support.

School-Community Relations

The variable of school-community relations was considered in terms of three questions. The first question focused on the relationships among the five variables of school-community relations--communication, involvement, participation, resolution, and access. The second question focused on the relationship between the first four variables of school-community relations and the fifth variable of access. The third question focused on the relationship between the five variables of school-community relations and effective school-community relations.

Relationships Among the Five Variables. The first question, the relationships among the five variables of school-community relations, requires a two-part response. First, the variables do show a slight relationship to each other. Second, the low level of the relationships suggests that the five variables (communication, involvement, participation, resolution, and access) are relatively independent of each other. Although these two responses appear to contradict each other, they are, in actuality, complementary. Since all five variables address the common theme of school-community relations, some degree of relationship would be expected. However, the variables are relatively independent and suggest that parents perceive the five variables of communication, involvement, participation, resolution, and access as distinct and separate processes of school-community relations.

While the above finding holds for all three schools, differences do exist between the schools in the scores for the individual variables of school-community relations (see Appendix Q). When the three schools are compared, two conclusions can be drawn: (1) in general, the highest scores can be found at Suburban School and (2) Rural and City Schools show a greater degree of similarity in their scores as compared to Suburban School. A preliminary explanation for these differences is that school-community relations is seen differently at Suburban School than at the other schools, possibly due to a middle-class bias. What is important, in terms of school-community relations, may differ from school to school as communities themselves differ in socio-economic character.

Relationship Between the Four Variables and Access. The second question, the relationship between the variables of communication, involvement, participation, and resolution and the variable of access, again suggests that differences exist between the research sites. At Rural and Suburban Schools, resolution is the key determinant for access; at City School, communication takes this role. As resolution is more of a political process than communication, the findings suggest that City School is less highly politicized than the other two schools. However, the more important finding here is the indication that resolution and access may be linked together in certain instances.

The finding that resolution and access may be related adds weight to both the earlier findings by Ingram that resolution may be a separate intervening process of school-community relations (p. 259) and the findings from the critical incident analysis. The explanation here is two-fold: (1) resolution and access may act separately from the other three variables of communication, involvement, and participation and (2) satisfaction with the manner in which problems are solved (the question of access) may be more important to some parents than the final outcome. How a problem is handled may be as critical to parents as the actual resolution that is achieved.

Relationship Between the Five Variables and Effective School-Community Relations. The third question, the relationship of the five variables of school-community relations to effective school-community relations, also shows a difference between the schools. While communication is the key determinant for effective school-community relations at Rural and City Schools, involvement stands out for this question at Suburban School. The importance of involvement at Suburban School can be explained by three interpretations of the data. First, suburban parents may be less concerned with matters of communication as they may already know what is happening at the school through their involvement. Second, parents at Rural and City Schools may be more concerned with communication due to a lesser degree of contact with the school and a possible lower level of trust in public institutions. Finally, involvement may be a stronger norm of behavior for a suburban community than for other communities.

In order to fully understand the nature of involvement at Suburban School, the process must be understood on two separate levels. The first level affords the simplistic explanation that giving up one's time, energy, or expertise towards the betterment of the local neighborhood school is a highly accepted norm for a suburban community. The second level presents a more subtle interpretation, namely, that involvement allows suburban parents a valid reason for their presence in the school on an almost daily basis. While involvement is available to parents at most schools, involvement in a suburban community provides middle to upper middle income parents the necessary information to place themselves on an equivalent basis, when combined with their higher levels of education, with that of school professionals. For example, when a former teacher is in a school on a regular basis, he or she cannot be as easily put off as other uninformed parents when confronting a member of the school staff. At Suburban School, involvement may be both an opportunity to help the school and a time to acquire information--a potentially valuable political resource.

Community Support for Schools

The variable of community support for schools considers the relationship between support and legitimacy. The analysis of the data for this question shows a clear difference between the schools. At Rural School, no relationship is found; at Suburban School, a relationship can be found between legitimacy and support. Two possible explanations can be proposed for this finding based upon other data. First, both support and legitimacy (see Appendix Q) are rated higher at Suburban School; this suggests a combined degree of greater community support in general for the school. Second, the key role of involvement at Suburban School as discussed earlier may be a determining factor towards understanding the relationship between legitimacy and support. The presence of parents in the school through involvement, with the concurrent opportunities to observe the school's instructional program, can lead to an increase in trust, an increase in the willingness to spend more of one's money, and a possible greater degree of relationship between accepting the school psychologically and backing it financially.

School-Community Relations and Achievement

The relationship between school-community relations and achievement was considered in terms of two questions. The first question focused on the relationship between the five variables of school-community relations and achievement. The second question focused on the relationship between effective school-community relations and achievement.

Relationship Between the Five Variables and Achievement. The first question, the relationship of the five variables of school-community relations to student achievement, again displays the pattern whereby the results for Rural and City Schools are similar while those for Suburban School are dissimilar. Resolution is the key variable of school-community relations that best explains achievement at Rural and City Schools; no variable stands out at Suburban School. One explanation for the lack of a finding at Suburban School is that other factors outside of those associated with school-community relations account for achievement at the school. A second explanation is that parental influence on student achievement at Suburban School is not dependent on the parent's relationship to the school. However, the overall finding for this question suggests that if any one variable of school-community relations predicts student achievement, it is the one of resolution.

Relationship Between Effective School-Community Relations and Achievement. The second question, the relationship of effective school-community relations to student achievement, shows a clear lack of relationship at all three schools. Although a few instances of low, nonstatistically significant relationship can be found for one or two measures of achievement at the schools, a general pattern cannot be found. When this finding is combined with the above finding on the strength of resolution, two conclusions can be reached. First, parents do differentiate between the separate variables of school-community relations and effective school-community relations as a whole. Second, the identification of resolution (from among the five variables of school-community relations) as the most powerful predictor of achievement reinforces the need to both look at specific critical incidents in the school-community relationship and the possible relationship of a student's perception of the school to those of his or her parents and to the student's level of achievement (see Oinonen, 1979).

Achievement and Community Support

The relationships between achievement and the two measures of community support for schools--legitimacy and support--can be discussed together. At both Rural and Suburban Schools, no general pattern of relationship was found between student achievement and either measure of community support. This finding can be explained by the fact that community support is an outcome of a school-community relations program and so has less of an effect on student achievement than the more direct processes of communication, involvement, participation, resolution, and access.

School-Community Relations and Community Support

The relationship between school-community relations and community support for schools was considered separately for each of the two measures of community support for schools, namely, legitimacy and support.

School-Community Relations and Legitimacy. The relationship between school-community relations and legitimacy was considered in terms of two questions. The first question focused on the relationship between the five variables of school-community relations and legitimacy. The second question focused on the relationship between effective school-community relations and legitimacy.

The first question, the relationship of the five variables of school-community relations to legitimacy, displays results that parallel those of the earlier question of how the five variables of school-community relations relate to effective school-community relations. As before, communication best predicts legitimacy at Rural School; involvement best predicts legitimacy at Suburban School. In a clearly continuing pattern, involvement is identified as being heavily associated with understanding the school-community relationship at Suburban School.

A secondary finding for this first question shows that the two variables of communication and involvement mediate the effect of the five variables of school-community relations on legitimacy. The explanation for this finding is two-fold: (1) the two variables of communication and involvement best represent the day-to-day interactions of school community members and the school and (2) legitimacy, therefore, may be most dependent on the ongoing relationship of school community members to the school and not on the more isolated incidents as made evident in the scores for resolution and access.

The second question, the relationship of effective school-community relations and legitimacy, indicates a moderately high relationship at both schools. This finding is consistent with earlier findings and would be expected as legitimacy is taken as a goal of school-community relations and so should show a relationship with the rating for effective school-community relations. If legitimacy is taken as a person's trust and acceptance of an institution; and that trust and acceptance is generated through such variables as communication, involvement, participation, resolution, and access; then the rating for trust and acceptance (legitimacy) should clearly be related to the ratings for both the individual variables that contribute to the trust and acceptance and that of the overall measure of effective school-community relations.

School-Community Relations and Support. The relationship between school-community relations and support was considered in terms of two questions. The first question focused on the relationship between the five variables of school-community relations and support.

The first question, the relationship of the five variables of school-community realtions to support, shows a consistent finding for both schools. Here, involvement is the key variable of school-community relations that best accounts for support. With support being defined as a primarily economic measure, two explanations can be offered: (1) involvement is the process that brings parents into the school and so best acquaints them with the physical resources that are necessary for the school's program and (2) the rating for involvement measures the degree to which parents are willing to contribute resources of time, energy, or expertise to the school. The suggested implication is that the willingness of a parent to contribute to the school is what is most important; the actual nature of the contribution is only of secondary importance.

The second question, the relationship of effective school-community relations and support, again affirms the differences that exist between the two schools. At Rural School, no relationship can be found; at Suburban School, some significant relationship can be found between effective school-community relations and support. The critical importance of involvement at Suburban School can again be identified as the key factor in determining the nature of the school community relationship at the school. Involvement is clearly the critical variable in determining support at Suburban School.

The final confirmation of the importance of involvement at Suburban School is a consistent finding throughout the study. As discussed earlier, involvement serves several purposes at Suburban School. It is a form of communication, it is a validating agent for the continual presence of parents in the school, and it is a means of providing the political resource of information to highly educated parents. While activities associated with the process of involvement do take place at other schools, the findings of the study show that involvement at Suburban School helps to distinguish a suburban school from two nonsuburban schools. Involvement is a process of school-community relations that is not only expected in suburban communities; it may be vital to generating effective school-community relations, legitimacy, and support for the school. When parents are prepared to interact with the school on a highly political level, their continued presence in the school is important for the best interests of all school community members.

Model and Paradigm Development

An important dimension of the study has been the examination of the components of a programmatic model for home-school-community relations. As discussed earlier, this study is one in a series of studies undertaken by the Wisconsin project to aid in the development and refinement of a model or models to explain school-community relations. In the three sections that follow, the existing model is displayed, a proposed model is presented based upon the theoretical conclusions, and a set of alternative models or paradigms are discussed which focus on the various desired outcomes of school-community relations.

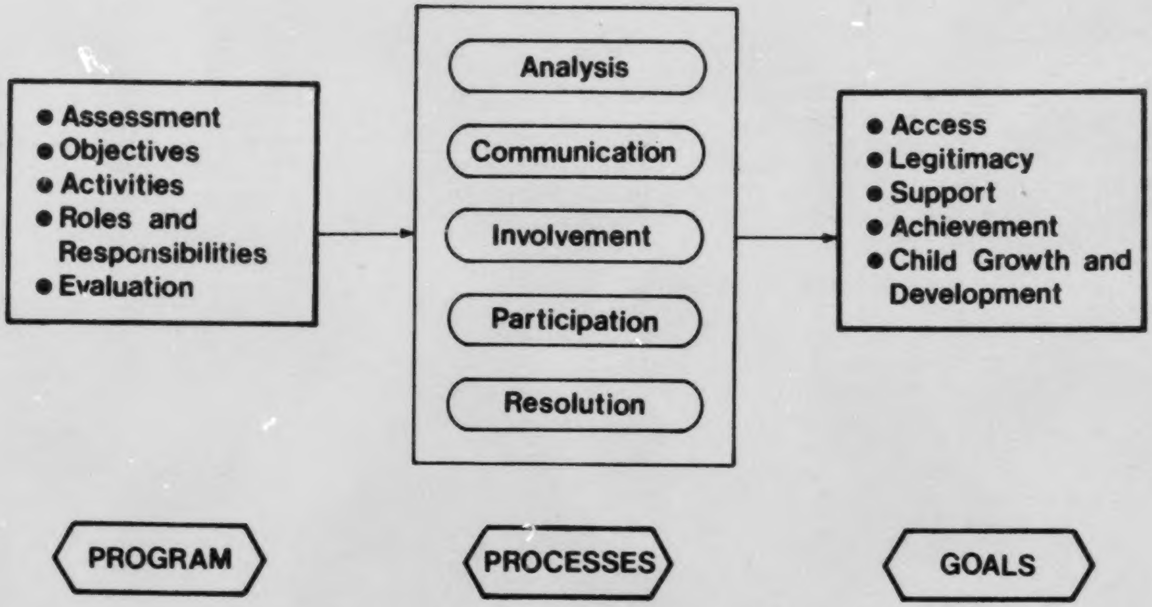
Existing Model

The existing model for home-school-community relations (Figure 6-1) is composed of programmatic elements, processes, and goals, The programmatic elements include assessment, objectives, activities, roles and responsibilities, and evaluation. The processes include analysis, communication, involvement, participation, and resolution. The goals include access, legitimacy, support, achievement, child growth and development, and access. As Bartels has stated, "The goals of the model are the desired outcomes of a home-school-community relations program in which the program elements are defined and the interaction processes are utilized" (1978, p. 20).

Proposed Model

Using the results of the data analysis and the aggregated data from all three schools (Appendix R), a new model is proposed (Figure 6-2). The purpose of this proposed model is to schematically represent all of the elements contained in a programmatic model for home-school-community relations based upon the theoretical conclusions contained in the study. The model displayed

HOME-SCHOOL-COMMUNITY RELATIONS MODEL


• Assessment
• Objectives
• Activities
• Roles and Responsibilities
• Evaluation
Analysis
Communication
Involvement
Participation
Resolution
• Access
• Legitimacy
• Support
• Achievement
• Child Growth and Development
PROGRAM
PROCESSES
GOALS

Developed by B. Dean Bowles, Marvin J. Fruth, Lois I. Bartels, M. Lynn Karges, and Hillel I. Raskas. Home-School-Community Relations Project, Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin, 1976.

Figure 6-1. Home-school-community relations model.

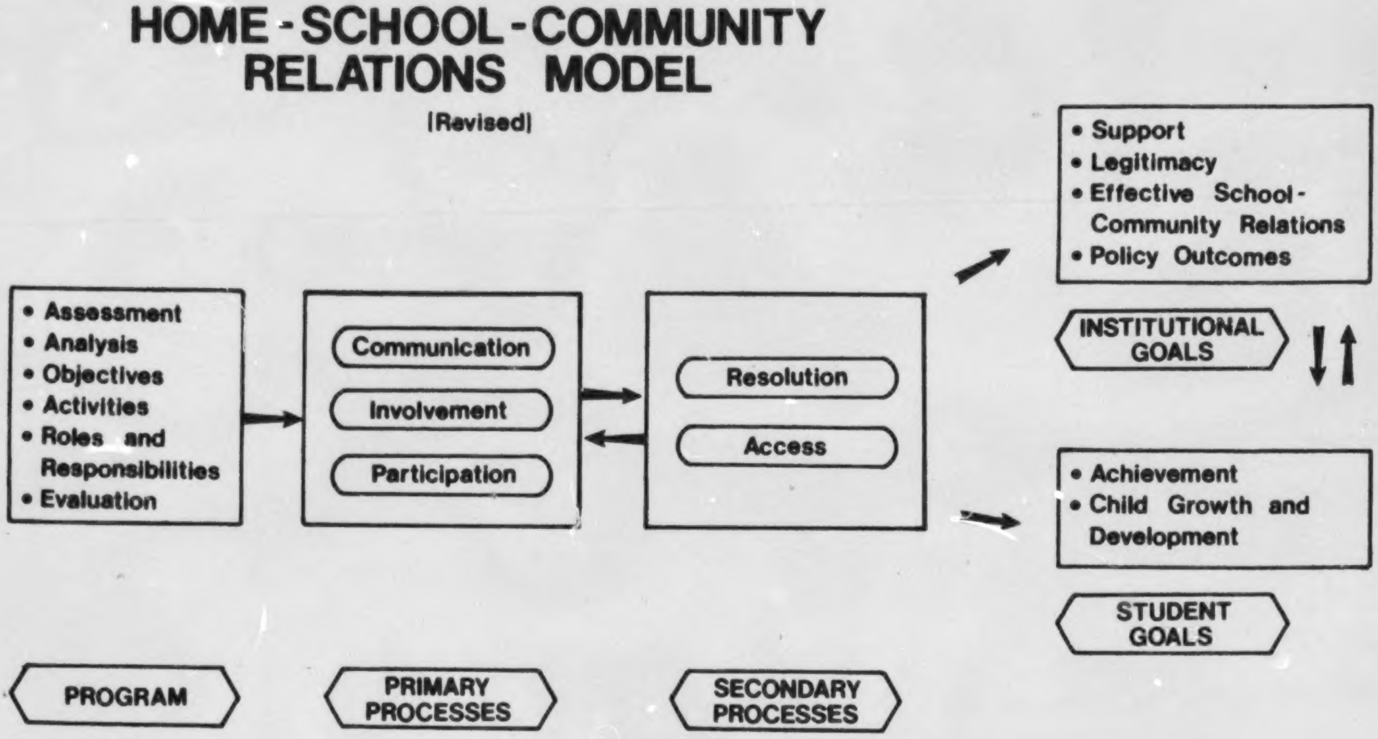

HOME-SCHOOL-COMMUNITY RELATIONS MODEL
(Revised)
• Assessment
• Analysis
• Objectives
• Activities
• Roles and Responsibilities
• Evaluation
Communication
Involvement
Participation
Resolution
Access
• Support
• Legitimacy
• Effective School-Community Relations
• Policy Outcomes
INSTITUTIONAL GOALS
• Achievement
• Child Growth and Development
STUDENT GOALS
PROGRAM
PRIMARY PROCESSES
SECONDARY PROCESSES

Figure 6-2. Home-school-community relations model.

here does not differentiate from among the specific goals or outcomes of school-community relations; rather, it serves to represent all of the components of any complete school-community relations program. The five components discussed below include program elements, primary processes, secondary processes, institutional goals, and student goals.

Program. The program component contains those elements which describe what a school staff actually does in the development and implementation of a home-school-community relations program. Analysis is included here as it is an activity undertaken by school staff members and is not a process used by parents.

Primary Processes. The primary processes component includes the three processes of communication, involvement, and participation. These three processes are labelled as primary as they describe the interactions that take place on a day-to-day or regular basis among the members of the school community. The primary processes are first considered by parents as the identifiable aspects of a home-school-community relations program. Programmatic and nonprogrammatic activities are both contained in this component.

Secondary Processes. The secondary processes component includes the two processes of resolution and access. These two processes are separated from the primary processes as they represent interactions that take place most often when some stresses is evident in the school-community relationship and when critical incidents are more liekly to occur. Resolution and access are treated together in this component as an important dimensions of the problem-solving process (resolution) was frequently identified by parents as the ability to have a school staff member take heed of a parent's concerns (access). At times, resolution and access may be used conceptually as interchangeable terms. The primary and secondary processes interact in a two-way relationship.

Institutional Goals. The institutional goals component includes the goals of support, legitimacy, effective school-community relations, and policy outcomes. These four goals are identified with the school as an institution that needs to draw upon the backing, cooperation, and good will of the school community in order to fulfill its mission. The goal of effective school-community relations covers the general feeling of parents toward the school-community relations program and the school as a whole in periods of low stress or an absence of crisis. The goal of policy outcomes suggests a need to address the role of parents in the formulation of educational policies on a school-wide basis.

Student Goals. The component of school goals includes the two goals of student achievement and child growth and development.

As stated throughout the study, these two goals continue to be school performance concepts--the reasons why schools exist. While the institutional goals of the school can be applied to other public institutions, student goals focus on the most direct clients of the schools, namely, students. The two goals components are shown in a two-way relationship as the institutional goals are designed to assist the attainment of the student goals, and, in turn, the student goals can affect the goals of the institution as the achievement, growth, and development of students is the strongest indicator of the extent to which the institution is fulfilling its stated purpose for existence.

Alternative Models and Paradigms

The proposed model for home-school-community relations represents all of the elements contained in a program of school-community relations. However, as Ingram has stated, "the interaction among the processes contained in the model may differ when the goal of the school-community relations program changes" (1978, p. 260). Based upon the results of both the previous study and the present one, the finding suggests that multiple models for school-community relations may exist dependent upon both the desired outcomes of the school-community relations program and the socio-economic character of the school community.

In order to represent the alternative models, a paradigm (Figure 6-3) has been developed. As discussed by Kerlinger

A PARADIGM FOR HOME-SCHOOL-COMMUNITY RELATIONS

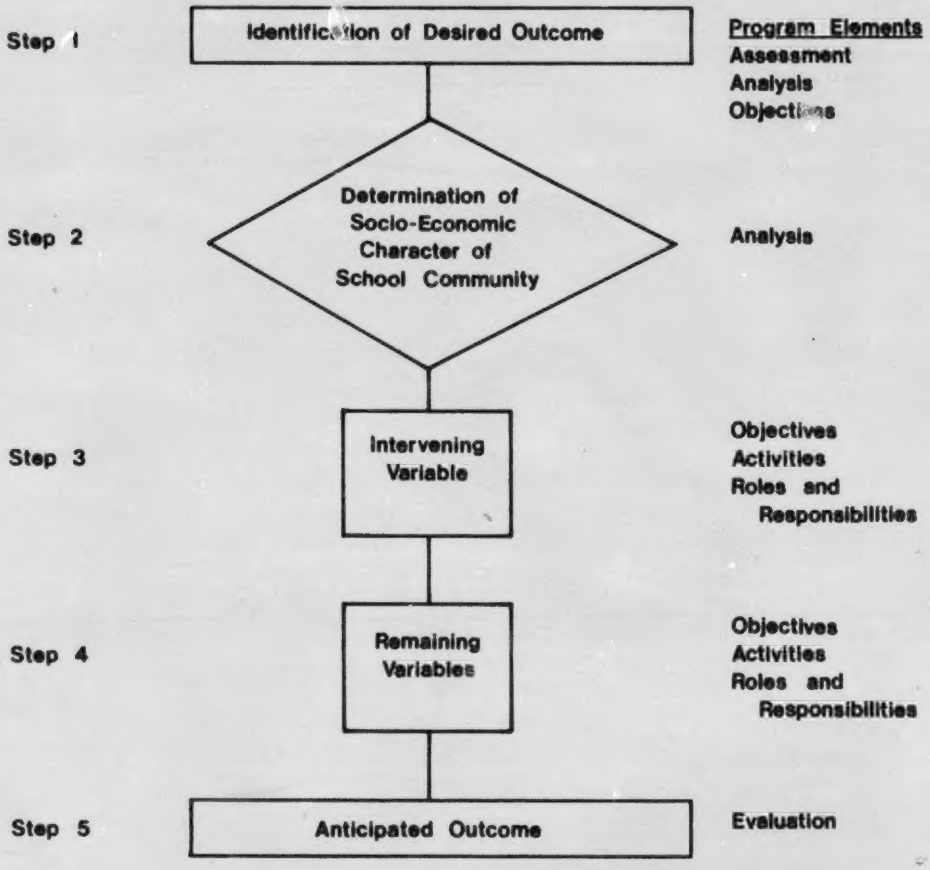

Step 1
Identification of Desired Outcome
Program Elements
Assessment
Analysis
Objectives
Step 2
Determination of Socio-Economic Character of School Community
Analysis
Step 3
Intervening Variable
Objectives
Activities
Roles and Responsibilities
Step 4
Remaining Variables
Objectives
Activities
Roles and Responsibilities
Step 5
Anticipated Outcome
Evaluation

Figure 6-3. A paradigm for home-school-community relations.

(1973, p. 300), a paradigm is a diagram, graph, or outline that represents the interaction of related concepts. Here, the elements of the paradigm are able to change as one desired outcome is chosen over a second for emphasis. The paradigm displayed in Figure 6-3 is a general plan for interpreting the results of the study. The specific elements of the paradigm are shown in Table 6-3 and are discussed below. The five possible paradigms are based upon the goals component of the school-community relations model; namely, support, legitimacy, effective school-community relations, policy outcomes, achievement, and child growth and development.

The paradigm shown here suggests a five step plan. Each step in the figure is accompanied by its specific program elements. The first step represents the identification of the desired outcome. The second step requires the determination of the socio-economic character of the school community. The third step displays the intervening variable or the variable that accounts for most of the variance explained for the desired outcome. The fourth step lists the other variables of school-community relations. The fifth step shows the anticipated outcome. Dependent upon the socio-economic character of the school community, specific processes may not be identified due to a lack of results in the findings discussed earlier in the study.

Table 6-3

Alternative Models

Home-School-Community Relations

Step 1: Desired outcome	Step 2: Socio-economic character of school community	Step 3: Intervening variable	Step 4: Remaining variables	Step 5: Anticipated outcome
Support	Rural (Low socio-economic status)	Involvement	Communication Participation Resolution Access	Support
Support	Suburban (High socio-economic status)	Involvement	Communication Participation Resolution Access	Support
Legitimacy	Rural (Low socio-economic status)	Communication	Involvement Participation Resolution Access	Legitimacy
Legitimacy	Suburban (High socio-economic status)	Involvement	Communication Participation Resolution Access	Legitimacy

(continued)

Table 6-3

Alternative Models

Home-School-Community Relations

Step 1: Desired outcome	Step 2: Socio-economic character of school community	Step 3: Intervening variable	Step 4: Remaining variables	Step 5: Anticipated outcome
Effective school-community relations	Rural (Low socio-economic status)	Communication	Involvement Participation Resolution Access	Effective school-community relations
Effective school-community relations	Suburban (High socio-economic status)	Involvement	Communication Participation Resolution Access	Effective school-community relations
Effective school-community relations	Urban (Low socio-economic status)	Communication	Involvement Participation Resolution Access	Effective school-community relations

Policy outcomes: No data available

(continued)

Table 6-3

Alternative Models

Home-School-Community Relations

Step 1: Desired outcome	Step 2: Socio-economic character of school community	Step 3: Intervening variable	Step 4: Remaining variables	Step 5: Anticipated outcome
Achievement	Rural (Low socio-economic status)	Resolution Access	Communication Involvement Participation	Achievement
Achievement	Suburban (High socio-economic status)	None identified	Communication Involvement Participation Resolution Access	Achievement
Achievement	Urban (Low socio-economic status)	Resolution	Communication Involvement Participation Access	Achievement

Support. The model for support is most dependent upon the process of involvement. The results of the data analysis indicate that the best predictor of the willingness of parents to contribute economic resources to the school is their willingness to contribute resources of time, energy, and expertise to the school. The model remains the same for both rural and suburban communities.

Legitimacy. For the outcome of legitimacy, two models are proposed. For a rural community, the model would stress the process of communication; for a suburban community, the model would stress the process of involvement.

Effective School-Community Relations. The model for effective school-community relations reflects the perceptions of parents of the school when a stable situation is in effect. For both a rural and an urban community, the model would stress the process of communication; for a suburban community, the process of involvement would be stressed. The parallel pattern of emphasis for both this model and the previous one for legitimacy again displays the importance of involvement for suburban community and the need to consider the nature of school-community relations in a suburban community as fulfilling a different function than in rural and urban communities.

Policy Outcomes. A model for policy outcomes cannot be validly proposed based upon the collected data. When a critical incident question was asked for the process of resolution, the majority of responses centered on individual parent-teacher-child concerns.

Student Achievement. The model for student achievement presents three models. For a rural community, resolution and access are identified; for a suburban community, no one process can be identified; for an urban community, resolution is identified.

The multiple or alternative models for school-community relations discussed above suggest that the emphasis placed upon one or more processes may change as one specific goal or outcome is considered over a second. Yet, the proposed revised programmatic model is still useful as it displays all of the elements and components in a complete program for home-school-community relations.

Suggestions for Further Research

The suggestions for research consider the meaning of the study for the Wisconsin Home-School-Community Relations Project and other studies in school-community relations. These suggestions are built upon both the specific work described in this study and on the researcher's experience with other current research and development in the field of school-community relations.

Wisconsin Home-School-Community Relations Project

The direction of future research to the work of the Wisconsin project on home-school-community relations is based upon several unanswered questions suggested by both the data and the related literature. Four possible directions for future research considered here are: (1) the role of students in school-community relations, (2) the study of effective versus ineffective schools, (3) the relationship of school-community relations to specific critical incidents of stress and crisis or moments of forced choice as reflected in bond referendum campaigns and school board elections, and (4) the models of school-community relations for the two goals of policy outcomes and child growth and development.

Although students have been identified by Bowles and Fruth as "the most consistently influential subpublic of which the school deals" (1976, p. 166), little emphasis has been placed by the Wisconsin project on the role of students in school-community relations. Building upon the design and methodology used in this study, future studies should consider: (1) the relationship between student and parent perception of school-community relations and (2) the relationship between student scores for school-community relations and student achievement. The study by Oinonen (1979) is a first step towards determining the role of students in school-community relations and also adds a new source of variance with the use of two different grade levels of students.

The major source of variance between the research sites used in this study were selected socio-economic characteristics. A new source of variance for further research can be found in the work of Edmonds (1978), Weber (1971), Brookover and Lezotte (1977), and others who have begun to look at the differences between schools that are instructionally effective or ineffective when other factors are held constant. In terms of school-community relations, the model and research methodology of this study could be applied to two schools with similar socio-economic characteristics and dissimilar levels of student academic achievement.

While some stress may be evident in any school-community relationship, both this study and the previous one by Ingram attempted to identify research sites where no specific issue was present that would affect the perceptions by parents of school-community relations. Using the programmatic model for home-school-community relations as a conceptual framework, future research could focus on schools where stress is clearly evident or where a specific decision, as reflected in a bond referendum or school board election, is soon to occur. Dependent upon the specific issue, this research would serve to more fully develop the understanding of the institutional goals of support, legitimacy, effective school-community relations, and policy outcomes.

Although earlier research studies conducted by the Wisconsin project have examined specific policy decision (see Klenke, 1975; Miles, 1975), the two elements of policy outcomes and child growth and development have not been considered since the development of the programmatic model for home-school-community relations. As discussed earlier, the process of formulating policy outcomes on a school-wide basis was not identified as a concern by parents; however, some process should be evident if the schools are at all answerable to parents. The final element of child growth and development has been defined as the affective or personal dimension of a child's education. The question put forth here, then, is what the relationship might be between school-community relations--a personal dimension of a parent's feelings toward the school--and a child's own growth and development along optimal physical, social, and emotional maturity levels.

Studies in School-Community Relations

The suggestions for research discussed above have centered on the work of the Wisconsin project on home-school-community relations. However, it is also possible to discuss implications for research for other studies contained under the general rubric of school-community relations. The topics considered here include traditional patterns of studies in school-community relations, student achievement, community support, and the politics of education.

Traditional Patterns. The review of related literature contained in the first chapter of the study indicated the emphasis on school-community relations as primarily a process of communication, the conceptual confusion between the processes of involvement and participation, and the consideration of resolution as either community analysis or concerns directly related to school bond campaigns and school board elections. The development of a programmatic model and the finding that parents are able to distinguish among the several processes of school-community relations suggests that future studies in school-community relations should (1) clearly define and operationalize their terms, (2) consider the existence of the multiple elements and models that are contained within school-community relations, and (3) realize that school-community relations is more than just the simple function of relating the school's story to a benign and accepting public.

Often, traditional patterns of studies in school-community relations have either utilized a simple survey instrument or have described one unique incident in a community. With the increasing use of conceptual models drawn from the other behavioral sciences, the traditional patterns of studies in school-community relations could be expanded to benefit from such fields as political science, economics, sociology, and psychology for a framework to guide the research effort. In addition, the work of the Wisconsin project would suggest the increased potential for model development when a series of related studies are undertaken as part of a larger research effort.

Student Achievement. The literature review on school-community relations and student academic achievement showed that while most studies reported a positive relationship, few, if any, utilized a programmatic model for school-community relations. The current emphasis on the study of effective versus ineffective schools (see Brookover, 1978, and others cited earlier) and the finding that resolution can predict a percentage of the variance in student academic achievement suggests that school-community relations may be one important component in explaining the existence of effective schools. Edmonds (1978) has listed those school behaviors that appear to distinguish instructionally effective schools from ineffective schools; this leads to a possible study on the nature of school-community relations when parents are made aware of specific schools behaviors that affect student achievement.

The lack of an earlier finding on the relationship between the processes of school-community relations and student achievement at a suburban school has been previously discussed. However, the significance of resolution for achievement in both a rural and an urban school indicate a need to examine why the solving of problems for parents at a school can affect student achievement. A possible question to be explored would be the exact sequence of steps that occur between a parent's satisfaction with the part played in the problem-solving process and his or her child's academic achievement. Further, is the specific nature of problems that are encountered a key factor or, rather, is the handling of those problems more critical?

Community Support. The definition of community support for schools used in the study included measures of both trust and acceptance (legitimacy) and a willingness to contribute economic resources (support). The current declining level of trust in public institutions and the continuing efforts to reduce the tax burden offers a new area of research in community support. For example, future research might focus on the relationship between community support for large public institutions and that for the local neighborhood school. Here, the question could be explored as to whether a relationship exists between the public's attitudes towards the more abstract concepts of national leadership and faith in government and towards the more concrete realities of the local elementary school, its principal, and the school staff members.

The introduction of variance through the selection of research sites based on socio-economic characteristics suggests a series of studies to determine what factors affect the separation of a parent's perceptions of the local school and of the school system as a whole. Although the size of a school system may be a primary factor, it is possible that other factors may also influence this difference in perceptions. A question for investigation might be the relationship between community support for one school, community support for a school district, and community support for schools (or education) in general.

Politics of Education. In a recent review of literature on the politics of education, Miles (1979) has discussed the lack of research on the school site politics of education. If an effective home-school-community relations program is accepted as "good, practical politics" (Bowles & Fruth, 1976, p. 169), the identification of resolution as a predictor for student academic achievement suggests a need to further examine the nature of the political process at the local school level. In addition, the recent work of Bartels clearly identified the role of the principal's political leadership style as a major factor in determining the effectiveness or noneffectiveness of various aspects of the school-community relations program (1978, p. 356).

The study of school-community relations at the local school building level has often centered on functional concerns related to only the program elements of school-community relations. The development of a programmatic model that includes both processes and goals, combined with the above findings by Miles and Bartels, strongly indicates the existence of a politics of education at the local level. While not partisan, this form of politics still determines the "(1) resolution of conflict, and (2) the allocation of resources, the choice of values, and the distribution of power" (Bowles & Fruth, 1976, p. 169). How political frameworks might help to explain the school site process of resolution is a potentially fruitful direction for further research in school-community relations and the politics of education. (For an example of a recent school site study, see Alexander 1979).

Implications for Practice

The implications for practice discussed in this section are based upon the statistical analysis of the data and upon the findings of the two case studies. In this section, the implications of the study for the two research sites, for the practice of school-community relations, and for the training of administrators and teachers are considered. A set of concluding comments for the study follow this section on implications for practice.

Research Sites

Two research sites were identified for the study with the prime concern for variance being found in the form of socio-economic characteristics. Rural Elementary School, located in Rural Village, represents a rural area of families who are predominantly of lower to middle income status. Suburban

Elementary School, located in Suburban Homes, is an example of a middle to upper middle income suburban community. Implications of the study for each of the two schools is discussed in this section.

Rural School. The dominant theme that summarizes the case study for Rural School is that of change. As described in chapter two, Rural School is a community that is experiencing a change in its population from a homogeneous rural village to a heterogeneous grouping of families with differing values and goals. Using the various sources of data, two critical implications can be ascertained: (1) the need for stability and (2) an emphasis on communication.

The first major implication for Rural School, the need for stability, is based primarily upon the findings of the case study. The high rate of both administrative and teaching staff turnover in recent years has created a lack of continuity and cohesiveness in the school program. Although the current administration is attempting to provide a sense of order to the school program, a need exists to demonstrate to the school community that both administrators and teachers are willing to remain in the community and commit themselves to the improvement of the schools.

The importance of stability to the school-community relations program can be seen in the number of individuals who have left the schools. When the leaders of the school have continually moved from school to school or even away from the community after a few short years, it is difficult for both parents and staff. For both groups, a lack of consistency in the administration can lead to a lack of consistency in both the school-community relations program and in the instructional program for the school. If the principal of the school changes on a frequent basis, it is difficult to establish programs that will continue over several years and that require a constant level of commitment by all members of the school community.

Although there are some school staff members who have served in the school for an extended period of time, a relatively younger, inexperienced group of teachers also exists, many of whom often commute to the school from the neighboring cities. In an effort to counter this trend, attempts should be made by both the school and the community as a whole to encourage new teachers to settle in the immediate area and not to regard Rural School as merely a first teaching position. A school community program to support these attempts could be established and experienced teachers from other districts who might be interested in rural community life could be sought out by a joint school and community team. A commitment by school staff members to both Rural School and Rural Village would lead to a greater degree of stability in the school.

The second major implication for Rural School, the emphasis on communication, is based upon the finding that communication was the best predictor for effective school-community relations at the school. With the existence of several subgroups in the community that together constitute an informal network for the exchange of information, it is clear that the process of communication is a critical factor for determining the perceptions of parents at Rural School.

The importance of communication for Rural School suggests two recommendations for future practice. First, the indentification of community opinion leaders through community analysis, and, second, the study of the current program for communication.

The first recommendation, the identification of community opinion leaders, would cause the school to discover which individuals are the "key communicators" in the community and help to realize the various groups that must be reached if the process of communication is to be effective. While individual parents may receive information with regard to their own children directly from the school, information on school policies, programs, and plans are often transmitted through selected community leaders, both formal and informal. For Rural School, this means that complete and accurate information must be regularly supplied to a central member of each community subgroup.

The second recommendation, the study of the current program for communication, is intended to serve three purposes: (1) to insure that accurate information is being sent out from the school, (2) to determine if the most effective means for communication are being used, and (3) to establish and to support a program to gather information and feedback from the community. This recommendation is based upon the importance of two-way communication; the concept that both parties to the process of communication have an obligation to work at making the exchange of information successful. The meaning of this recommendation for Rural School is the need to understand that all school community members may have an opinion to express and that no one program or plan for communication by itself is adequate. Rather, efforts must be made to reach all subgroups and to continue to utilize as many forms of both one-way and two-way communication as may be necessary to fully assure a constant flow of accurate and complete information among all members of the school community.

Suburban School. The central theme that runs through the case study for Suburban School is that of a planned, developed community where organization, control, and professionalism are the key elements to the continuation of excellence in the schools. Suburban School is located in a suburban community where residents have made a deliberate decision to settle down and establish some roots. Based upon the various sources of data, two major implications for practice at the school can be identified: (1) the need for parent participation in decision making and (2) the emphasis on involvement.

The first major implication for Suburban School, the need for parent participation in decision making, is based primarily upon the findings of the case study. The problem of participation at the school is found at both the individual parent-teacher-child level and at the building level. In both cases, parents at the school expressed a lack of participation in the making of decisions that affected either their individual child or the school as a whole.

Although adequate parent participation occurs at Suburban School when mandated by law in the case of children with exceptional educational needs, a need exists to actively bring parents into the decision-making process before a final decision is reached on their child. It is not enough to simply inform parents of decisions that the school has made; rather, teachers and other school staff members should contact parents early in the decision-making process. The problem here is not one of communication or even one of resolution; it is clearly one of the part parents are not able to play in helping to make decisions.

The participation by parents in the school-wide decision-making process follows a similar pattern to individual level decision making. Although adequate communication and resolution occur through the vehicles of school newsletters, the program for involvement, and the Parent Teacher Association, parents do not play an active role in assisting to formulate school-wide policy.

Parents may play a part in helping to solve problems as they arise; however, they are not able to aid in the planning or decision process. In addition to the obvious recommendation that parents participation in the decision-making process should be increased, a second recommendation would be that school staff members need to realize the distrinction between the processes of participation and resolution and, in turn, understand the importance of having parents take part in planning and decision making, thereby possibly reducing the need for later resolution.

The second major implication for Suburban School, the emphasis on involvement, is based upon the finding that involvement is the best predictor for effective school-community relations, legitimacy, and support at the school from among the processes of school-community relations. As discussed throughout this chapter, involvement at Suburban School provides a reason for parents to be in the school and serves as a vehicle for communication and, possibly, for other processes of school-community relations. The implication for practice prsented here is that school staff members need to appreciate the greater value of involvement and parents need to see that their involvement is valued at the school.

The nature of involvement at Suburban School brings a constant stream of both regular and occasional parent volunteers into the school. In addition to their contribution of time, energy, or expertise, parents are able, through their involvement, to gain information about the school and to take part in the life of the school. If the current high level of involvement is to be sustained, school staff members need to reassure parents that they are welcome in the school and that their efforts are appreciated. In turn, the school will benefit from both the contributions of parents and from an increase in the favorable attitudes of school community members toward the school. The key message here for the school is that if involvement is a crucial process for a suburban school, then it should be taken seriously, be effective, and be a successful experience for all concerned.

A secondary recommendation based upon the implication of an emphasis on involvement is that more parents need to realize that their involvement is necessary at the school. Although a high rate of involvement presently exists at the school, noninvolved parents should be sought out in order to assure that (1) a large group of parents will be continually available over the years and (2) parents understand that involvement may take many forms and that no one single set of parents can do all the work. The importance of involvement at Suburban School must be supported by all members of the school community.

School-Community Relations

Many of the implications of the study for the practice of school-community relations are contained throughout this final chapter. In this subsection, selected implications are considered for school-community relations at both the local school building level and the school district level.

Local School Building Level. The practice of school-community relations at the local school building level is often seen as a series of communication or involvement activities accompanied by a process for problem solving. The presentation of a programmatic model for home-school-community relations suggests that principals need to understand that processes and goals are both important dimensions of a school-community relations program. If an attempt is to be made to achieve any of the multiple goals of school-community relations, principals and other school staff members must see that a planned program is developed that will best serve the specific interests of the school.

One important point not fully discussed in the study is that a parent may still support the school as a whole in spite of one disfavorable critical incident. When a parent has a complaint, it is possible that the parent still maintains a favorable impression of the school, its program, and its staff. Although complaints of parents need to be handled and may be most visible, a general degree of backing from the school may still exist.

School-community relations is often expressed at a school through its programmatic activities. However, school staff members should remember that the day-to-day impressions of the school (the nonprogrammatic activities) contribute greatly to the perceptions of parents and other school community members. Often, it is the chance encounter with the school that can most contribute to an individual's feeling toward the school.

The importance of each of the processes of school-community relations--communication, involvement, participation, resolution, and access--to effective school-community relations, to institutional goals, and to student goals suggests that local school building practitioners should evaluate their current program for school-community relations and determine where improvements can be made dependent upon their specific school and goals. If, as has been shown, specific processes can affect the goals of the school, then the consideration of the quality of those processes should clearly be worthwhile to school staff members.

School District Level. In addition to the other implications discussed in this chapter, one finding stands out for the school district level. It is that differences exist between schools in terms of both individual ratings for the variables and for the relationships between the variables of the study. The meaning of this finding for the operation of a school district is the understanding that a program or activity that is useful at one school may not be useful for all schools. Schools and neighborhoods differ; they differ in their populations, they differ in their goals for children, they differ in their school staffs. For a school district, this implies that no one single program for school-community relations can be established for every school in the district. Instead, the school district program for school-community relations should serve to support and complement the major efforts put forth by the local school building staff.

A secondary implication for school district level school-community relations is found in the earlier discussion on accountability. The increasing demands that the school be held to task for the expenditure of public funds and the schooling of the nation's youth might be answered through a comprehensive program of school-community relations. School district level backing for school-community relations could clearly be based on the ability of a carefully developed school-community relations program to aid in the resolution of conflict surrounding such basic issues as the distribution of scarce resources, the value choices to be made regarding the school program, and the locus of power in the educational enterprise (Bowles & Fruth, 1976).

Training of Administrators and Teachers

If any lessons can be applied from this study towards the training of administrators and teachers, they would be the importance of understanding that school-community relations is not just a haphazard series of activities that unnecessarily take up valuable teaching time and that differences exist between schools and between communities. In a training program, each of these two lessons could be included.

The finding that the school-community relationship is complex and can affect the multiple goals of the school should be emphasized to both administrators and teachers as part of their education in becoming school professionals. For administrators, understanding that a combination of activities and programs can be established to meet varying goals would be useful. For teachers, realizing that the processes of school-community relations can occur through nonprogrammatic activities and chance encounters can help them to better appreciate the learning process as it is affected by the teacher's relationship with both parents and students.

The appreciation for the differences that exist between schools, between communities, and between people may play as important a part in the training of school professionals as a specific teaching methods or school administration course. The two case studies contained in chapter two show two schools and two communities that differ along a wide range of characteristics. If a future teacher or administrator is to be prepared to deal with individuals from either of these two schools or from other schools foreign to his or her original background, it would be useful for the training experience to include some time spent in a community and school that presents a clearly different pattern of education and life. This experience should include adequate preparation, a support program, and a comprehensive debriefing seminar with other pre-professionals placed in comparable situations. A sensitivity toward individual differences in both students and parents might result which would, hopefully, benefit all who participate or assist in such a program.

Concluding Comments

The purpose of this study has been to examine the relationships between effective school-community relations, student academic achievement, and community support for schools. In the preceding sections of this chapter, the study has been summarized, the findings for the variables have been reviewed, and implications have been set forth for both research and practice. In this section, a set of concluding comments for the study are presented.

Although school-community relations is only able to predict a small amount of the variance in student achievement, it is still an important dimension of the school's program. The increasing role of the school as a vehicle for transmitting the mores and values of society indicates that schools and schooling encompasses more than the obvious goal of student academic achievement. The goal of child growth and development, coupled with the institutional goals of legitimacy, support, effective school-community relations, and policy outcomes, offers a need to further strengthen the tie between the home, the school, and the community if the school is to fulfill its mission.

As discussed in earlier sections, findings contained in the study may have a greater meaning beyond this research effort. The recent work on the identification of instructionally effective schools suggests that one form of future parent participation might be to force the schools to adopt those specific school behaviors that appear to be most effective in improving instruction. The finding of multiple models for school-community relations, combined with the continued attempt to understand the goal of policy outcomes, directs one's attention toward the possible link between the recent movements for increased citizen participation in education at the policy level and the school-community relations goal of policy outcomes. How the school-community relations programmatic model relates to both of these two areas presents additional avenues for future research.

Finally, it seems appropriate to end the study with the comment that an effective home-school-community relations program is good, practical politics. However, rather than the politics of the national, partisan variety, this is the politics that "determines the nature of the community in which people live, the sort of schools provided, and the kind of educational program conducted" (Bowles & Fruth, 1976, p. 169). If people demand the right to protest and make accusations at the schools, they must also be able to say that when called upon to participate, they did so willingly and without hesitation. For, it is those who enter the arena of life who help to determine the nature of their community and their schools.

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APPENDIX A

CASE STUDY INTERVIEW PROTOCOL

Case Study Interview Protocol

Name of Respondent______________________________

Address______________________________

Telephone Number______________________________

* * * * * * * * *

I. Introduction

Who Are You (Interviewer)?

+Name

+Refer to Study Affiliation (UW-Madison) (R & D Center)

+Authorization from both school administration and board of education

Purpose of Interview

+General: Study on school-community relations, student achievement, and community support

+Specific: Describe school-community relations at _____ School

Use of Interview Data

+Description of school-community relations at _____ School

+Guarantee of Confidentiality

+No direct quotations with names

+Data reviewed only by researcher

Selection of Respondent

+School staff members and members of board of education

+Parents and other school community members who are informed about _____ School

II. Biographical

Who is Respondent?*

+Educational History

+Current Position

Children**

+Current ages and schools

+Previous attendance at _____School

III. Transition to the Interview

Now, I would like to talk with you about school-community relations at _____ School. We'll be talking about such things as communication, involvement, and participation among other things. We'll get into these in greater detail shortly. Please relate your experiences as much as you can with __________School.

---

*If teacher, ask about position in school, length of employment, specific roles and responsibilities for school-community relations.

*Important only if children now attend or have previously attended _____ School.

IV. Communication

First, I would like to talk about communication. By communication I mean either written (notes, letters, school newspapers, report cards) or nonwritten (telephone calls, face-to-face talks) information sent between the home and the school. I would like for you to think about the communication between specific parents and the school and about communication between parents as a whole and the school. Can you tell me about communication at _____ School? *

Substantive Probes**

- +letters
- +notes
- +school newspapers
- +telephone
- +your child or children
- +another adult
- +newspapers
- +radio
- +television
- +home visits by school personnel
- +clarity
- +feedback
- +quantity

Procedural Probes

- +definitions ("What do you mean by ---?")
- +examples ("Could you give me an example of what you mean by ---?")
- +differences ("How does _____ differ from what you experienced in another school or place or places?")
- +changes (specific dates) (before or after a certain event?)
- +is --- should? (Now, what do you think it should be like?)
- changes ("How would you like it to be?")
- +frequency
- +positive
- +negative
- +improvements ("How could it be improved?")

*if school staff member, emphasize specific roles and responsibilities.

**Obtain specific examples.

V. Involvement***

Second, I would like to talk about parent involvement. By parent involvement I mean giving of time and skills to the school, such as serving on school committees or organizations or working on school activities. Can you tell me about parent involvement at _____School? *

Substantive Probes **

+volunteering (field trips, room parent)

+P.T.O.

+Mothers' Groups

+fund raising activities

+school tax campaigns

+after school activities

Procedural Probes

+definitions (What do you mean by ---?")

+examples ("Could you give me an example of what you mean by---?")

+differences ("How does --- differ from what you experienced in another school or place or places?")

+changes (specific dates) (before or after a certain event?)

+is --- should? (Now, what do you think it should be like?)

+changes ("How would you like it to be?")

+improvements ("How could it be improved?")

---

*If school staff member, emphasize roles and responsibilities

**Obtain specific examples.

***If community member, note community involvement

VI. Participation***

Third, I would like to talk about parent participation. By parent participation I mean the part parents play in helping to make decisions about their child on such things as placement or discipline or helping to make decisions about the school through an advisory committee or P.T.O. I would like you to think about the participation of specific parents and the participation of parents as a whole. Can you tell me about parent participation at _____ School?*

Substantive Probes**

+P.T.O.

+your child or children

+School District

+Hiring of school staff

Procedural Probes

+definitions ("What do you mean by ---?")

+examples ("Could you give me an example of what you mean by ---?")

+differences ("How does --- differ from what you experienced in another school or place or places?")

+changes (specific dates) (before or after a certain event?)

+is --- should (Now, what do you think it should be like?)

+changes ("How would you like it to be?")

+improvements ("How could it be improved?")

---

*Emphasize Roles and Responsibilities.

**Obtain specific examples.

***Note community participation

VII. Resolution ***

Fourth, I would like to talk about resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. Setting a student dress code, problems of discipline or settling personal differences with members of the staff are examples of problems needing resolution. I would like you to think about the part specific parents play in resolution and the part parents as a whole play in resolution. Can you tell me about resolution at _____School? *

Substantive Probes **

+P.T.O.

+Advisory Committees

+School District

+initiation

+rational decision making

+processes

Procedural Probes

+definitions ("What do you mean by ---?")

+examples ("Could you give me an example of what you mean by ---?")

+differences ("How does --- differ from what you experienced in another school or place or places?")

+changes (specific dates) (before or after a certain event?)

+is --- should? (Now, what do you think it should be like?)

+changes ("How would you like it to be ?")

+improvements ("How could it be improved?")

---

*Roles and Responsibilities.

**Specific examples.

***Note community resolution.

VIII. Access***

Next, I would like to talk about access. By access I mean whether parents can go to the school on their own behalf to represent their point of view, concerns or interests or whether there is someone else they can trust, talk with privately or go to for advice to represent their point of view, concerns, or interests in the school. I would like you to think about the access of specific parents and the access of parents as a whole. Can you tell me about access at _____School?*

Substantive Probes**

- +yourself
- +administrators
- +teachers
- +aides
- +secretary
- +custodial staff
- +school organization member
- +non-school organization member
- +other people

Procedural Probes

- +definitions ("What do you mean by ---?")
- +examples ("Could you give me an example of what you mean by ---?")
- +differences ("How does ___ differ from what you experienced in another school or place or places?")
- +changes (specific dates) (before or after a certain event?)
- +is --- should? (Now, what do you think it should be like?)
- +changes ("How would you like it to be?")
- +improvements ("How could it be improved?")

---

*Specific Roles and Responsibilities.

**Examples.

***Note Community Access.

IX. School-Community Relations

Now that we have talked about school-community relations in its various parts (communication, involvement, participation, resolution, and access) is there anything more you would like to say about school-community relations at _____School which we might not have talked about up to now? By school-community relations I mean the total relationship between the school and the home including communication (written and non-written information), involvement (contribution of time and skill), participation (role in making decisions), resolution (problem solving and reducing conflict), and access (representing a parent's point of view). Is there anything you would like to add to our discussion?*

---

*Emphasize specific activities, roles, and responsibilities.

**Cover programmatic activities, e.g. Christmas and Spring concerts, PTO programs, open house, conferences, advisory committees, use of volunteers, etc.

***Cover nonprogrammatic activities, e.g. positive calls and notes, home and school visits, articles about school in local newspaper, use of school facilities by community, etc.

X. Referrals

Who are some other knowledgeable and informed persons who would be willing to assist in this study and perhaps be interviewed?

Would you be willing to serve as a reference for me to that person by either calling or allowing me to use your name on introduction?

XI. Come-back or telephone contact for additional data needs or for information and clarification.

XII. Follow-up letter of thanks.

APPENDIX B

PARENT INTERVIEW PROTOCOL

HOME-SCHOOL-COMMUNITY RELATIONS

485

PARENT INTERVIEW PROTOCOL
for
HOME-SCHOOL-COMMUNITY RELATIONS

1. Name, Address, and Telephone Number.

____

____

____

Telephone Number__________

2. Introduction of Interviewer and Study.

Who Am I?
Objectives of the Interview and Study
How School was Selected?
How You (Parent) were Selected?
What will be Done with the Results?
How Data will be Used (Confidentiality)

3. Student Data.

Name of Child______________________

Grade of Child______________________

How Long in __________School?

Other Children at ________School.

____

____

____

4. Transition to the Interview.

Now I would like to talk with you about school-community relations at ________ School. We'll be talking about such things as communication, involvement, and participation among other things. We'll get into these in greater detail shortly. Please relate your experiences as much as you can with ______ and ________ School.

5. Communication

First, I would like to talk about communication. By communication I mean either written (notes, letters, school newspapers, report cards) or nonwritten (telephone calls, face-to-face talks) information sent between the home and the school. I would like for you to think about the communication between you personally and the school and about communication between parents as a whole and the school. Can you tell me about communication at

____________ School?

Substantive Probes

+ letters
+ notes
+ school newspapers
+ school district newspapers
+ telephone
+ your child or children
+ another adult
+ newspapers
+ report cards
+ radio
+ television
+ home visits by school personnel
+ clarity
+ feedback
+ quantity

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ----?")
+ differences ("How does _________ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ frequency
+ positive
+ negative
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of communication, how would you rate the effectiveness of communication at ___________ School? In other words, how good is the communication between you personally and the school and parents as a whole and the school? By communication I mean either written (notes, letters, school newspapers, report cards) and nonwritten (telephone calls, face-to-face talks) information sent between the home and the school.

How would you rate the effectiveness of communication between you and ___________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would you rate the effectiveness of communication between parents as a whole and ___________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

6. Involvement

Second, I would like to talk about parent involvement both by you personally and by parents as a whole. By parent involvement I mean giving of time and skills to the school, such as serving on school committees or organizations or working on school activities. Can you tell me about parent involvement at __________ School?

Substantive Probes

+ volunteering (field trips, room parent)
+ P.T.A.
+ Mothers' Club
+ Patrons
+ P.A.C.
+ fund raising activities
+ school tax campaigns
+ after school activities

Procedural Probes

+ definitions (What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ____?")
+ differences ("How does ________differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of parent involvement, how would you rate the effectiveness of parent involvement at __________ School? In other words, how good is parent involvement at __________ School? I would like you to think about both your involvement personally and the involvement of parents as a whole. By parent involvement I mean giving of time and skills to the school.

How would you rate the effectiveness of your involvement at __________ School?

A	B	C	D	U	
Excellent	Good	Average	Fair	Poor	☐
5	4	3	2	1	

How would you rate the effectiveness of parent involvement as a whole at __________ School?

A	B	C	D	U	
Excellent	Good	Average	Fair	Poor	☐
5	4	3	2	1	

7. Participation

Third, I would like to talk about parent participation. By parent participation I mean the part parents play in helping to make decisions about their child on such things as placement or discipline or helping to make decisions about the school through an advisory committee or P.T.A. I would like you to think about your participation personally and participation by parents as a whole. Can you tell me about parent participation at __________ School?

Substantive Probes

+ P.T.A.
+ Mothers' Club
+ Patrons
+ P.A.C.
+ your child or children
+ ____________District

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ---?")
+ differences ("How does ________ differ from what you experienced in another school or place or places?"
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of parent participation, how would you rate the effectiveness of parent participation at __________ School? In other words, how good is parent participation at __________ School? I would like you to think about your participation personally and participation by parents as a whole. By participation I mean the part parents play in helping to make decisions affecting their child or the school.

How would you rate the effectiveness of your participation at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would you rate the effectiveness of parent participation as a whole at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

8. Resolution

Fourth, I would like to talk about resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. Setting a student dress code, problems of discipline or settling personal differences with members of the staff are examples of problems needing resolution. I would like you to think about the part you play in resolution personally and the part parents as a whole play in resolution. Can you tell me about resolution at __________ School?

Substantive Probes

+ P.T.A.
+ Mothers' Club
+ Patrons
+ P.A.C.
+ __________ District
+ initiation
+ rational decision making
+ processes

Procedural Probes

+ definitions ("What do you mean by ----?")
+ examples ("Could you give me an example of what you mean by ----?")
+ differences ("How does ________ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?")
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of resolution, how would you rate the effectiveness of resolution at __________ School? In other words, how good is resolution at __________ School? I would like you to think about resolution by you personally and by parents as a whole. By resolution I mean the way problems are solved and conflict lessened or avoided or differences settled.

How would you rate the effectiveness of your resolution at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would you rate the effectiveness of resolution by parents as a whole at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

9. Access

Next, I would like to talk about access. By access I mean whether you go to the school in your own behalf to represent your point of view, concerns or interests or whether someone else whom you can trust, talk with privately or go to for advice represents your point of view, concerns or interests in the school. I would like you to think about your personal access and the access which other parents have as well. Can you tell me about access at ________ School?

Substantive Probes

+ yourself
+ administrators
+ teachers
+ aides
+ secretary
+ custodial staff
+ school organization member
+ non-school organization member
+ other people

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ---?")
+ differences ("How does _____ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of access, how would you rate the effectiveness of access at __________ School? In other words, how good is access at _________ School? I would like you to think about your personal access and the access which other parents have as well. By access I mean going to the school in your own behalf or someone else representing you.

How would you rate the effectiveness of your access at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

How would you rate the effectiveness of access by parents as a whole at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

10. Support

We have spent some time talking about school-community relations at ____________ School. Now, I would like to ask you two more sets of questions about the school. First, I would like to talk about your support for ____________ School. By support I mean how would you vote on a possible tax or bond referendum that would affect ____________ School. This referendum might lead to an increase in your taxes that in turn would lead to an increase in expenditures for __________School. If you had the opportunity to demonstrate your support for ____________ School in this manner, how would you vote? I would like you to think about your support personally and the support by parents as a whole.

Would you personally vote yes on a referendum that would increase taxes in order to support ____________ School?

A	B	C	D	U	☐
Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No	
5	4	3	2	1	

Would parents as a whole vote yes on a referendum that would increase taxes in order to support ____________ School?

A	B	C	D	U	☐
Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No	

11. Legitimacy

Finally, I would like to talk about the legitimacy of ____________ School. By legitimacy I mean the extent to which you accept the school's capability to make educational decisions about your child or children; the extent in which you believe that the school has the right to exercise authority in areas concerning your child or children; and the extent of your trust in the school as a place where your child or children should be educated. I would like you to tell me your personal view about the legitimacy of ____________ School and the view of parents as a whole about the legitimacy of the school.

How would you personally rate the legitimacy of __________ School?

A	B	C.	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would parents as a whole rate the legitimacy of _________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor

☐

12. School-Community Relations

Now that we have talked about school-community relations in its various parts (communication, involvement, participation, resolution, and access) and about support and legitimacy at the school, how would you rate the overall effectiveness of school-community relations at ____________ School? I would like you to think about school-community relations between you personally and the school and school-community relations between parents as a whole and the school. By school-community relations I mean the total relationship between the school and the home including communication (written and nonwritten information), involvement (contribution of time and skill), participation (role in making decisions), resolution (problem solving and reducing conflict), and access (you or someone else representing your point of view).

How would you rate the effectiveness of school-community relations between you and ____________ School?

A	B	C	D	U	☐
Excellent	Good	Average	Fair	Poor	
5	4	3	2	1	

How would you rate the effectiveness of school-community relations between parents as a whole and ____________ School?

A	B	C	D	U	☐
Excellent	Good	Average	Fair	Poor	
5	4	3	2	1	

13. Comments

Is there anything more you would like to say about school-community relations at - __________ School which we might not have talked about up to now?

APPENDIX C

MODIFIED LIKERT SCALE

Modified Likert Scale

School-Community Relations

and

Legitimacy

Excellent	Good	Average	Fair	Poor
A	B	C	D	U
5	4	3	2	1

Modified Likert Scale

Support

Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No
A	B	C	D	U
5	4	3	2	1

APPENDIX D

LETTER TO REVIEWERS OF THE CONCEPTS

LEGITIMACY AND SUPPORT

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN-MADISON SCHOOL OF EDUCATION
1025 W. Johnson Street Madison, Wisconsin 53706 (608) 263-4200

September 7, 1978

The Home-School-Community Relations Project at the Wisconsin Research and Development Center is currently conducting a series of studies on school-community relations. Under the direction of Professor B. Dean Bowles, I am working on a study to examine the relationship between school-community relations programs and student academic achievement. A short summary of the study is enclosed with this letter.

An important part of my work is conducting a series of interviews with parents of fourth, fifth, and sixth grade students. Since I plan to ask two questions about the concepts of legitimacy and support, I am asking you to assist me by completing the enclosed set of questions on the validity and meaning of these two terms.

I would appreciate your taking a few moments to complete the form and return it to me in the enclosed self-addressed stamped envelope. If you have any questions or would like to discuss it over the phone, you may call me at (608) 263-2754.

Your anticipated cooperation is greatly appreciated.

Sincerely,

Hillel I. Raskas
Project Assistant

HIR:mtf

Enclosures

APPENDIX E

SUMMARY OF THE STUDY

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING
UNIVERSITY OF WISCONSIN · MADISON SCHOOL OF EDUCATION
1025 W Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

Proposed Research Study

School-Community Relations, Community Support, and Student Achievement

The purpose of this study is to examine the relationships between school-community relations programs, community support, institutional legitimacy, and student academic achievement. This study is a part of the research currently being conducted by the Home-School-Community Relations Project of the Wisconsin Research and Development Center for Individualized Schooling.

The goals of this study are threefold: (1) to write a brief description of the school and its school-community relations program, (2) to determine how parents perceive both the overall school-community relations program and individual elements of the program, and (3) to relate school-community relations to student achievement, support, and legitimacy.

There are three specific data needs for this study: (1) information for the brief description of the school, (2) student academic grades and Iowa Test of Basic Skills (ITBS) scores, and (3) interviews conducted with parents. Each of these needs are discussed below.

A series of short interviews will be held with various members of the school staff in order to write a brief description of the school, the community, and the school-community relations program. This description will focus on both formal and informal programs and activities through which members of the school staff and community relate to one another.

Student achievement data will be collected from cumulative records of fourth, fifth, and sixth grade students. Student grades will be gathered for reading, language arts, and mathematics. Student scores will be obtained from the Iowa Test of Basic Skills in the areas of reading comprehension, language arts, and mathematics. The use of the student data will be tightly controlled. No individual data will be reported and the final report will contain no specific references to any individual student, parent, or school staff member.

Sixty formal interviews will be conducted with parents of fourth, fifth, and sixth grade students. Each interview will last approximately forty-five minutes and will be conducted either at the home of the parent or at the school. The interview consists of two basic parts: (1) a series of open-ended questions on the five variables of access, communication, involvement, participation, and resolution and (2) a set of focused questions on each of the five variables and on community support, institutional legitimacy, and the overall effectiveness of school-community relations.

The extent of a time commitment by the school staff to this study is minimal. The only specific involvement of school staff members will be to participate in a short interview on a voluntary basis. These interviews will be held at the convenience of the school staff

Hillel I. Raskas	B. Dean Bowles
Project Assistant	Professor
(608) 263-2754	(608) 263-2737

APPENDIX F

CONTENT VALIDITY QUESTIONNAIRE FOR LEGITIMACY AND SUPPORT

HOME-SCHOOL-COMMUNITY RELATIONS
PARENT INTERVIEW PROTOCOL
CONTENT VALIDITY
FOR
LEGITIMACY AND SUPPORT
DEFINITIONS AND QUESTIONS

DATE______________________

NAME______________________

ADDRESS______________________

PHONE______________________

POSITION______________________

I. Purpose of the Definitions and Questions

The definitions of legitimacy and support are part of a model designed to explain home-school-community relations. The questions are part of an interview that will be given to parents to get their views on school-community relations.

II. To Whom Administered

The interview will be given to parents of 4th, 5th, and 6th grade students attending two different schools that vary by socioeconomic character.

III. How Administered

The interview begins with a brief introduction and then proceeds to discuss five variables of school-community relations (access, communication, involvement, participation, and resolution). After each variable is defined and thoroughly covered, parents will be asked to rate the variable both personally and for parents as a whole. The two attached questions on legitimacy and support will then be presented. Finally, parents will be asked to give an overall rating of school-community relations at the school.

IV. What You Are To Do

Please read the two definitions and questions attached to this sheet and rate them according to the areas indicated below:

Definitions

Clear: Is the meaning of the term easily understood?

Concise: Does the definition get to the central point of the term?

Correct: Does the definition explain the term?

Questions

Understandable: Is it easy to get the meaning of the question?

Usefulness: Does the question serve its purpose?

Related to Definition: Does the question follow from its definition?

V. Information

Please return this form and direct any questions to:

Hillel I. Raskas Phone: (608) 263-2754
Wisconsin Research and Development Center
1025 W. Johnson Street, Room 365
Madison, WI 53706

DEFINITION

LEGITIMACY

Legitimacy is a goal of the home-school-community relations model which assures the acceptance of the school's decision-making capability and its rightfulness to exercise authority, the trust that it will fulfill its mission, and the efficacy of the school as an institution by its various subpublics.

CLEAR	5 Good	4	3	2	1 Poor
CONCISE	5 Good	4	3	2	1 Poor
CORRECT	5 Good	4	3	2	1 Poor

COMMENTS AND SUGGESTIONS FOR IMPROVEMENT ______________________________

____

____

____

DEFINITION

SUPPORT

Support is a goal of the home-school-community relations model which provides for the economic and political* resources by various subpublics in the school community sufficient to achieve the primary mission of the school as an institution.

---

*In this study the measure of support will focus on economic resources.

CLEAR	5 Good	4	3	2	1 Poor
CONCISE	5 Good	4	3	2	1 Poor
CORRECT	5 Good	4	3	2	1 Poor

COMMENTS AND SUGGESTIONS FOR IMPROVEMENT______________________________

____

____

____

QUESTION

LEGITIMACY

We have spent some time talking about school-community relations at ____________ School. Now, I would like to ask you two more sets of questions about the school. First, I would like to talk about the legitimacy of ____________ School. By legitimacy I mean the extent to which you accept the school's capability to make educational decisions about your child or children; believe that it has the right to exercise authority; trust the school as being a place where your child or children can get an education; and believe in the educational and noneducational programs and goals of ____________ School. I would like you to think about your sense of legitimacy personally and the sense of legitiamcy by parents as a whole.

UNDERSTANDABLE	5 Good	4	3	2	1 Poor
USEFULNESS	5 Good	4	3	2	1 Poor
RELATED TO DEFINITION	5 Good	4	3	2	1 Poor

COMMENTS AND SUGGESTIONS FOR IMPROVEMENT ______________________________

QUESTION

SUPPORT

Finally, I would like to talk about your support for ____________ School. By support I mean how would you vote on a possible tax or bond referendum that would affect ____________ School. This referendum might lead to an increase in your taxes that in turn would lead to an increase in expenditures for ____________ School. If you had the opportunity to demonstrate your support for ____________ School in this manner, how would you vote? I would like you to think about your support personally and the support by parents as a whole.

UNDERSTANDABLE	5 Good	4	3	2	1 Poor
USEFULNESS	5 Good	4	3	2	1 Poor
RELATED TO DEFINITION	5 Good	4	3	2	1 Poor

COMMENTS AND SUGGESTIONS FOR IMPROVEMENT________________________________

____

____

____

APPENDIX G

RATINGS FOR LEGITIMACY AND SUPPORT

CONCEPT	SCALE		
	Clear	Concise	Correct
Legitimacy (Definition)	3.6 (22)	3.7 (22)	4.4 (20)
Support (Definition)	4.0 (20)	4.4 (20)	4.5 (18)
	SCALE		
	Understandable	Related to Definition	Usefulness
Legitimacy (Question)	4.4 (19)	4.5 (18)	4.4 (19)
Support (Question)	4.5 (21)	4.7 (19)	4.3 (21)

The top number in each box represents the average rating on a one to five Likert Scale.

The number (in parenthesis) represents the number of individuals responding to the concept.

APPENDIX H

SUMMARY COMMENTS ON LEGITIMACY AND SUPPORT

517

Legitimacy--Definition

-May be too sophisticated but o.k. for definition

-Delete "various subpublics"

-Too obtuse. Acceptance of authority is correct but trust is not the same thing as the capability to decide. Efficacy isn't necessarily related to legitimacy. May be legitimate but not effective.

-Too many concepts.

-Too academic. Too much content in one statement.

A goal can't assure something. Which mission and who participates.

-May need a different word for efficacy.

-Ordinary citizens may not understand definition.

-Need to simplify.

-Legitimacy is a goal of home-school-community relations which develops acceptance of the school's decision-making capability and its right to exercise authority. Legitimacy brings trust that the school will fulfill its mission and confidence in the effectiveness of the school as an institution.

-Can four sub-classes of definition be broken up?

-Legitimacy may come for a variety of reasons.

-Don't use words above the seventh grade level. Shorten sentences and break up the parts of the definition.

-Effectiveness seems more straight-forward than efficacy.

-Call legitimacy integrity. Taken strictly literal, all districts are legitimate in that they are empowered by statute to operate. How will (or successfully) they operate--in our raters opinion--is judgemental. If the consensus of raters is that the district is doing a poor job, bad decisions leading to lack of trust and wonders about its rightful authority, you would have a district low on the charts but equally legitimate with a district high on the charts. Now the Victorian concept of personal, business, and social "integrity" seems to me more of what you are probing.

Legitimacy--Definition--Continued

-Question rightfullness and efficacy.

-Definition captures two dimensions: (1) whether or not the respondent thinks the school ought to have the authority to do what it is doing and (2) whether or not the respondent thinks the school will be able to carry it off. I think the definition is clear and concise. Whether it is correct or not depends on the facts and philosophy going into the development of the home-school-community relations model.

-Does capability imply the school's competency?

-What type of institution?

-Definition needs rewording. Compound definitions contain several components which may be separated for ease of understanding.

-Very clear and understandable.

-Each clause needs to be parallel.

-A simpler term than legitimacy might be desirable. Maybe trust-confidence-authentic. Really "doing its job".

-Definition needs specificity for gaining valid "layperson" perspective on the purpose of a "school" (education).

-Efficacy relates to performance. Legitimacy centers on the quality of "rightness." Something ought to give you command, If you trust someone, you give him authority.

Support--Definition

-Both definitions are identical to Ingram's definitions. I'm sure that is your precise intention.

-Support involves the provision of resources.

-Is support a goal of the program or a goal of the model? How will you distinguigh between economic and political support? Don't the economic resources flow as a result of the political resources? I don't think you should define support as a goal but as a concept. Support may be a goal, but it is not best defined that way to a layperson.

-What is a political resource? What is the primary mission?

-The definition does not tell me much unless I infer quite a bit from past understandings.

-Subpublics may be too abstract here.

-Again I favor simplification

-Support is a goal of home-school-community relations which helps provide sufficient economic and political resources from the school community so that the school can achieve its primary mission.

-Asterisk "subpublics" and give examples. Clarify "Sufficient"

-Is the primary mission to be an institution or to assist the education of children? If so--say it.

-Will you be explaining these definitions in your own words, giving examples, if they are not understood?

-If you are not concerned about political resources, why not take it out for the purposes of your study.

-You may want to call it educational, school, or financial support.

-Very clear and self-evident.

-What is mission? Do you mean necessary or absolutely sufficient resources.

-See David Easton's A Systems Analysis of Political Life. Support is a favorable orientation or action relative to some object. Providing for economic and political resources is a secondary attribute.

Legitimacy--Question

-I have no problem with this question.

-What are noneducational goals?

-A little too complicated. Too many dimensions.

-This should offer no problems. It is better than the definition per se.

-Great!

-I would give them the question and then lead them through it a second time--section by section.

-How many parents know about the noneducational goals of the school? What are they?

-I really don't know if trusting the school as being a place where your children can get an education is the same as efficacy.

-Last sentence: I would like you to think about how (1) you personally rate the legitimacy of the school and (2) you think the rate would come out if all the parents were to rate the school.

-Capability may confuse some. Can you use another word for noneducational? Add "have confidence in"?

-Two different aspects here: accept/right and trust/believe in. What if a parent accepted the school's decisions, believed that the school had authority, but did not trust that the school could provide a good program? How would s/he respond?

-Great.

-Can't you get at this [legitimacy] more easily by asking direct questions based on the concepts within the definition rather than using the definition itself?

-Why not ask several questions in relation to each aspect of the compound definition of the term legitimacy?

-Unclear about what a noneducational program and goal would be.

-You are really asking four questions. I would have trouble thinking about all four aspects on the two levels you are asking for--personally and in general. You probably should reiterate each part again.

Legitimacy--Question--Continued

-How will parents comments be recorded, summarized, and evaluated?

-This is a good statement!

-There are six questions here. Might the question be more broadly stated and use definitional terms as probes or requests for examples?

-This question helped a little to clarify definition of legitimacy. Perhaps this is the definition??

-"believe that it has the right to exercise authority" is closest to true definition of legitimacy.

Support--Question

-I'm satisfied that this question will serve your purpose. o.k.

-This seems to ignore the concept of need. Usually, support is for a certain program or planned improvement.

-Too hypothetical?

-Much better idea. But won't they ask you "how much" the levy will be? What will be your response?

-This is a good question. People will be able to relate to this generally.

-The second question [support by parents as a whole] bothers me. Parents seldom relate to "all" parents in a school area. They relate to those whom they know-- a reference group. I'd hesitate to make too many generalizations from that.

-I'd question the usefulness of this definition in relationship to the local school. Support is much more programmatic on a day-to-day basis. Also with proposition 13 and the whole attitude toward taxes, I wonder how realistic your responses will be. I'd be more interested in what they would do if their school was going to be closed due to shrinking enrollment or whatever. Have to admit, though, that yours is a classic definition of support.

-Perhaps you may wish to consider changing this question away from the referendum idea and more to the tax levy required for the continued operation and maintenance of the schools.

-No problems!

-I think a person could "support" the school in general but might not necessarily want to demonstrate this support by increasing his/her taxes. Of course, this is getting into questions of efficiency and better use of scarce resources already available.

-Good because you have not asked for understanding of a concept by redefining it in your question. People can relate more easily to this sort of question.

-This question relates to specific behavior-- how would you vote?--which makes it a better question in terms of measurement and answerability than the previous question [legitimacy].

Support--Question--Continued

-Very useful considering tax revolt in California and Minnesota. Very important!

-Restructure to take out bias of interviewee. See previous jottings as to use of multiple questions as probes under a question which permits some setting of agenda by interviewees.

-How does this question relate to the mission of the school as noted in the definition of support?

-Question is o.k. It is two part: (1) actions and (2) favorable attitudes which are not necessarily overt actions.

APPENDIX I

CRITICAL INCIDENT QUESTIONNAIRE

Resolution--Critical Incident

Now that we have gone through the interview on school-community relations, I would like to briefly return to the topic of resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. I would like you to think for a moment of one specific incident or occasion where resolution or problem solving was necessary. Can you tell me about such an incident?

Probes

What were the circumstances that lead up to this incident?

When did this incident occur?

Who was involved?

What part did you play in the resolution process?

What were the immediate results of the resolution process?

Have there been any long-term effects of the incident and its resolution?

Were you satisfied with the manner in which resolution was achieved?

APPENDIX J

STUDENT DATA RECORD FORM

1st # 2nd #

3rd # Final #

Rural Elementary School

Name________________________ Grade______________

D.O.B.________________ Date of Enrollment ________________

Address______________________

____

Phone________________________

Parents______________________________

Address____________________________

____

Phone______________________________

ITBS

Date_________________

Reading_____________ Language Arts______________

Math______________ Composite___________________

Grades

Date_________________

Reading_______________ Language Arts________________

Math_________________ Composite___________________

Comments

___ 1st #
___ 2nd #
___ 3rd #
___ Final #

Suburban Elementary School

Name____________________ Grade______________

D.O.B.______________ Date of Enrollment______________

Parents' Name____________________

Address________________________

____

Phone________________________

ITBS

Date______________

Reading____________ Language Arts______________

Math____________ Composite______________

Grades

Date____________

Reading-comprehension____________ English____________

Math-computation______________ Composite__________

Comments

APPENDIX K

QUESTIONS FOR ORIENTATION VISIT

Questions for Orientation Visit

I. District Information

1. Population--growth rate, transience
2. History of area
3. Employment patterns and income levels
4. Educational attainment
5. Housing patterns
6. Degree of homogeneity/heterogeneity in community
7. Ethnic/religious backgrounds
8. Educational philosophies
9. Political affiliations

II. School System Information

1. Organization
2. History
3. Student enrollment--past, present, predicted
4. Budget and bond referendums
5. Educational effort--equalized valuation and mill rate
6. Superintendent tenure and turnover
7. Board of education tenure and turnover
8. Teacher unionism
9. Special programs--educational
10. Special programs--school-community relations
11. Pertinent issues, crises, concerns, problems

(orientation visit: continued)

III. School Site Information

1. History
2. Organization
3. Building construction and major renovations
4. Principal profile, tenure, turnover
5. Staffing patterns--professional and supportive staff
6. Staff profile, tenure, turnover
7. Parents--employment, educational background
8. Subpublics--identification
9. Student population, distribution, transience
10. Special educational programs
11. School-community relations--programmatic activities
12. School-community relations--nonprogrammatic activities
13. Use of school-community relations processes
14. Pertinent issues, crises, concerns, problems

IV. Data Collection

A. Student data
    1. Organization of school records--grades and ITBS
    2. Recording of data--researcher or school employee
B. Case study
    1. Identification of respondents
    2. Arrangements for interviews
    3. Use of additional interviewers

(orientation visit: continued)

C. Parent interviews

    1. Identification of respondents
    2. Initial contact with parents
    3. Site for interviews

V. Use of Technical Report

1. Guarantee of confidentiality
2. Location of final report
3. Notification of respondents
4. Summary session with school administration

APPENDIX L

LETTER TO PARENTS

[School District Letterhead]

November 7, 1978

The Rural Village Area School District and the University of Wisconsin-Madison are co-sponsoring a research study of school-community relations at the Rural Elementary School. The Rural Village Area School District Board of Education has been informed of the study and the study has been approved by the school administration.

You are one of the people who has been selected to be interviewed. We urge your cooperation and hope you will be able to take the time to talk to Mr. Hillel Raskas, the interviewer. Mr. Raskas will be contacting you soon by telephone to make an appointment to meet with you at a time and place of your convenience.

The findings based on numerous interviews will be incorporated into a report which will be made available to you and other parents upon its completion. No personal information will be asked, neither will you be quoted nor the name of the school will be used in the written report.

Your anticipated cooperation in this project will be appreciated.

Sincerely,

B. Dean Bowles
Professor of Educational Administration
University of Wisconsin-Madison

District Administrator
Rural Village Area School District

Hillel I. Raskas
Project Researcher
University of Wisconsin-Madison

Principal
Rural Elementary School

[School District Letterhead]

January 5, 1979

The Suburban Homes Public Schools and the University of Wisconsin-Madison are co-sponsoring a research study of school-community relations at the Suburban Elementary School. This study has been approved by both the Surburban Homes Board of Education and by the school administration.

A significant part of this study involves interviewing a specific set of parents. You are one of the parents who has been selected to be interviewed. We urge your cooperation and hope you will be able to take the time to talk to Mr. Hillel Raskas, the interviewer. Mr. Raskas will be contacting you soon by telephone to make an appointment to meet with you at a time and place of your convenience.

The findings based on numerous interviews will be incorporated into a report which will be made available to you and other parents upon its completion. No personal information will be asked, neither will you be quoted nor the name of the school will be used in the written report.

Your anticipated cooperation in this project will be appreciated.

Sincerely,

B. Dean Bowles
Professor of Educational Administration
University of Wisconsin-Madison

Superintendent
Suburban Homes Public
Schools

Hillel I. Raskas
Project Researcher
University of Wisconsin-Madison

Principal
Suburban Elementary School

APPENDIX M

THANK-YOU LETTER

537

WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR INDIVIDUALIZED SCHOOLING
UNIVERSITY OF WISCONSIN · MADISON · SCHOOL OF EDUCATION
1025 W Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

January 5, 1979

Mr. and Mrs. John Smith
123 Main Street
Rural Village

Dear Mr. and Mrs. Smith:

I would like to thank you for taking the time to discuss with me school-community relations at Rural Elementary School. Your comments and observations have made an important contribution to my work.

Sincerely,

Hillel I. Raskas
Project Researcher

HIR:mtf

APPENDIX N

NOTIFICATION OF NO INTERVIEW

**WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING**

UNIVERSITY OF WISCONSIN · MADISON · SCHOOL OF EDUCATION
1025 W Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

December 21, 1978

Mr. & Mrs. Tom Jones
Route 1
Rural Village

Dear Mr. & Mrs. Jones:

Last month I wrote to you about a research study of school-community relations at the Rural Elementary School that was being co-sponsored by the Rural Village Area School District and the University of Wisconsin-Madison. As is often the case with studies of this type, several additional letters requesting an interview were sent out in order to assure that a sufficient number would be completed.

A few days ago I completed the final set of interviews in Rural Village and so do not intend to return to the area until the written report is completed. However, if you wish to contact me please feel free to write to me at the above address or call me collect at (608) 263-2754.

I am sorry that I was unable to meet with you and hope that this will not cause you any inconvenience.

Sincerely,

Hillel I. Raskas
Project Researcher

HIR:mtf

Appendix O

Global Data

Table O-1

Correlations Among the Variables and School-Community Relations (Global)

Rural School (N = 62)

Variables	Involvement	Participation	Resolution	Access	School-Community Relations
Communication	.00 (.491)	.20 (.057)	.19 (.068)	.28 (.013)	.40 (.001)
Involvement		.33 (.004)	.32 (.006)	.10 (.219)	.34 (.003)
Participation			.27 (.016)	.18 (.081)	.28 (.014)
Resolution				.25 (.027)	.50 (.001)
Access					.40 (.001)

Note. The top number in each column represents the Pearson correlations.

The numbers in parentheses represent the level of significance for the correlations.

Table O-2

Correlations Among the Variables and School-Community Relations (Global)

Suburban School (N = 62)

Variables	Involvement	Participation	Resolution	Access	School-Community Relations
Communication	-.01 (.482)	.25 (.024)	.20 (.060)	.08 (.265)	.38 (.001)
Involvement		.19 (.066)	.18 (.080)	.08 (.275)	.12 (.175)
Participation			.34 (.003)	.15 (.125)	.37 (.002)
Resolution				.31 (.008)	.48 (.001)
Access					.42 (.001)

Note. The top number in each column represents the Pearson correlations.

The numbers in parentheses represent the level of significance for the correlations.

Table O-3

Correlations Among the Variables and School-Community Relations (Global) Rural and Suburban Schools ($\underline{N}$ = 124)

Variables	Involvement	Participation	Resolution	Access	School-Community Relations
Communication	.31 (.001)	.30 (.001)	.42 (.001)	.42 (.001)	.61 (.001)
Involvement		.33 (.001)	.42 (.001)	.28 (.001)	.46 (.001)
Participation			.36 (.001)	.23 (.004)	.37 (.001)
Resolution				.41 (.001)	.62 (.001)
Access					.54 (.001)

Note. The top number in each column represents the Pearson correlations.

The numbers in parentheses represent the level of significance for the correlations.

Table O-4

Multiple Step-Wise Regression Analysis

Dependent Variable - Access (Global)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.08	.08	.23	5.24*
2	Resolution	.12	.04	.17	3.96*
3	Participation	.12	.00	.08	2.76*
4	Involvement	.13	.01	.02	2.04

*p < .05.

**p < .01.

Table O-5

Multiple Step-Wise Regression Analysis

Dependent Variable - Access (Global)

Suburban School (_N_ = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.09	.09	.28	6.16*
2	Participation	.10	.01	.05	3.11
3	Involvement	.10	.00	.01	2.04
4	Communication	.10	.00	.01	1.51

*_p_ < .05.

**_p_ < .01.

Table O-6

Multiple Step-Wise Regression Analysis

Dependent Variable - Access (Global)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.18	.18	.28	25.99**
2	Resolution	.24	.06	.25	19.32**
3	Involvement	.25	.01	.08	13.19**
4	Participation	.25	.00	.03	9.86**

*$p < .05$.

**$p < .01$.

Table O-7

Multiple Step-Wise Regression Analysis

Dependent Variable - School-Community Relations (Global)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.25	.25	.33	20.42**
2	Communication	.35	.10	.27	15.66**
3	Access	.39	.04	.22	12.47**
4	Involvement	.43	.04	.20	10.87**
5	Participation	.43	.00	.03	8.57**

*$p < .05$.

**$p < .01$.

Table O-8

Multiple Step-Wise Regression Analysis

Dependent Variable - School-Community Relations (Global)

Suburban School ($N = 62$)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.23	.23	.28	17.54**
2	Communication	.31	.08	.26	13.30**
3	Access	.39	.08	.29	12.32**
4	Participation	.41	.02	.17	10.04**
5	Involvement	.41	.00	.02	7.90**

*$p < .05$.

**$p < .01$.

Table O-9

Multiple Step-Wise Regression Analysis

Dependent Variable - School-Community Relations (Global)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.38	.38	.30	74.43**
2	Communication	.53	.15	.32	67.21**
3	Access	.57	.04	.23	53.54**
4	Involvement	.59	.02	.16	43.64**
5	Participation	.60	.01	.06	35.08**

*p < .05.

**p < .01.

Table O-10

Multiple Step-Wise Regression Analysis

Dependent Variable - Reading Grades (Global)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.08	.08	.27	4.98*
2	Participation	.08	.00	.05	2.49
3	Resolution	.08	.00	-.03	1.65
4	Access	.08	.00	.03	1.23
5	Involvement	.08	.00	-.02	.97

*$p < .05$.

**$p < .01$.

Table O-11

Multiple Step-Wise Regression Analysis

Dependent Variable - Mathematics Grades (Global)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.13	.13	-.47	8.90**
2	Participation	.21	.08	.30	7.96**
3	Access	.22	.01	.11	5.50**
4	Communication	.22	.00	-.06	4.13**
5	Resolution	F-Level Insufficient for Computation			

*$p < .05$.

**$p < .01$.

Table O-12

Multiple Step-Wise Regression Analysis

Dependent Variable - Language Grades (Global)

Rural School ($\underline{N}$ = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.05	.05	.23	3.34
2	Involvement	.10	.05	-.30	3.46*
3	Participation	.18	.08	.30	4.12*
4	Resolution	.18	.00	-.09	3.18*
5	Communication	F-Level Insufficient for Computation			

*$\underline{p}$ < .05.

**$\underline{p}$ < .01.

Table O-13

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Reading Scores (Global)

Rural School (_N_ = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.08	.08	.26	4.99*
2	Communication	.09	.01	.12	3.06*
3	Resolution	.11	.02	-.12	2.38
4	Participation	.12	.01	.15	1.95
5	Involvement	.14	.02	.14	1.76

*$p < .05$.

**$p < .01$.

Table O-14

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Mathematics Scores (Global)

Rural School (N =62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.08	.08	.26	5.07*
2	Participation	.09	.01	.13	2.83
3	Resolution	.10	.01	-.10	2.10
4	Communication	.11	.01	.08	1.68
5	Involvement	.11	.00	.07	1.39

*$p < .05$.

**$p < .01$.

Table O-15

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Language Scores (Global)

Rural School ($\underline{N}$ = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.11	.11	.34	7.79**
2	Resolution	.14	.03	-.19	4.77*
3	Communication	.15	.01	.09	3.40*
4	Participation	.16	.01	.10	2.65*
5	Involvement	.16	.00	-.03	2.10

*$\underline{p} < .05$.

**$\underline{p} < .01$.

Table O-16

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Cumulative Scores (Global)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.10	.10	.30	6.99*
2	Communication	.12	.02	.14	4.11*
3	Resolution	.14	.02	-.16	3.22*
4	Participation	.16	.02	.15	2.68*
5	Involvement	.16	.00	-.06	2.16

*$p < .05$.

**$p < .01$.

Table O-17

Multiple Step-Wise Regression Analysis

Dependent Variable - Reading Grades (Global)

Suburban School ($N = 62$)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.08	.08	-.23	5.27*
2	Participation	.11	.03	-.21	3.76*
3	Involvement	.13	.02	.12	2.81*
4	Access	.14	.01	.12	2.28
5	Resolution	.14	.00	-.04	1.81

*$p < .05$.

**$p < .01$.

Table O-18

Multiple Step-Wise Regression Analysis

Dependent Variable - Mathematics Grades (Global)

Suburban School ($N = 62$)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Participation	.00	.00	.03	.04
2	Communication	.00	.00	-.03	.05
3	Access	F-Level Insufficient for Computation			
4	Involvement	"	"	"	
5	Resolution	"	"	"	

*$p < .05$.

**$p < .01$.

Table O-19

Multiple Step-Wise Regression Analysis

Dependent Variable - Language Grades (Global)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Participation	.02	.02	.13	1.22
2	Communication	.04	.02	-.17	1.35
3	Resolution	.06	.02	.13	1.15
4	Involvement	.06	.00	.09	.96
5	Access	.07	.01	-.06	.80

*$p < .05$.

**$p < .01$.

Table O-20

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Reading Scores (Global)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Participation	.04	.04	-.22	2.23
2	Resolution	.07	.03	.17	2.06
3	Communication	.09	.02	-.17	1.95
4	Access	.11	.02	.13	1.69
5	Involvement	.11	.00	-.04	1.35

*$p < .05$.

**$p < .01$.

Table O-21

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Mathematics Scores (Global)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Participation	.05	.05	-.27	2.92
2	Resolution	.08	.03	.19	2.68
3	Communication	.09	.01	-.11	1.99
4	Access	.10	.01	.09	1.61
5	Involvement	.10	.00	.01	1.27

*$p < .05$.

**$p < .01$.

Table O-22

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Language Scores (Global)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Participation	.04	.04	-.23	2.54
2	Resolution	.07	.03	.17	2.13
3	Communication	.09	.02	-.17	1.99
4	Access	.10	.01	.11	1.65
5	Involvement	.10	.00	-.02	1.31

*$p < .05$.

**$p < .01$.

Table O-23

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Cumulative Scores (Global)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Participation	.04	.04	-.23	2.46
2	Resolution	.07	.03	.18	2.25
3	Communication	.09	.02	-.16	1.96
4	Access	.11	.02	.13	1.68
5	Involvement	.11	.00	-.03	1.33

*$p < .05$.

**$p < .01$.

Table O-24

Multiple Step-Wise Regression Analysis

Dependent Variable - Reading Grades (Global)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.12	.12	.29	17.36**
2	Involvement	.14	.02	.14	9.90**
3	Access	.15	.01	.13	7.16**
4	Participation	.16	.01	-.10	5.70**
5	Resolution	F-Level Insufficient for Computation			

*$p < .05$.

**$p < .01$.

Table O-25

Multiple Step-Wise Regression Analysis

Dependent Variable - Mathematics Grades (Global)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.07	.07	.20	9.18**
2	Access	.09	.02	.14	5.75**
3	Involvement	.10	.01	-.14	4.24**
4	Participation	.11	.01	.11	3.58**
5	Resolution	.11	.00	.03	2.86*

*$p < .05$.

**$p < .01$.

Table O-26

Multiple Step-Wise Regression Analysis

Dependent Variable - Language Grades (Global)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.12	.12	.21	16.04**
2	Access	.16	.04	.21	11.59**
3	Participation	.18	.02	.14	8.73**
4	Involvement	.18	.00	-.02	6.50**
5	Resolution	.18	.00	.02	5.16**

*p < .05.

**p < .01.

Table O-27

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Reading Scores (Global)

Rural and Suburban Schools (*N* - 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.07	.07	.27	9.80**
2	Involvement	.08	.01	-.08	5.18**
3	Communication	.08	.00	.08	3.62*
4	Participation	.08	.00	-.03	2.72*
5	Resolution	.08	.00	-.01	2.16

*$p < .05$.

**$p < .01$.

Table O-28

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Mathematics Scores (Global)

Rural and Suburban Schools ($\underline{N} = 124$)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.09	.09	.26	12.50**
2	Communication	.10	.01	.11	6.94**
3	Participation	.11	.01	-.07	4.75**
4	Resolution	.11	.00	.03	3.56**
5	Involvement	.11	.00	.02	2.84*

*$\underline{p} < .05$.

**$\underline{p} < .01$.

Table O-29

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Language Scores (Global)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.08	.08	.32	10.32**
2	Resolution	.08	.00	-.07	5.56**
3	Participation	.09	.01	-.05	3.76*
4	Involvement	.09	.00	-.02	2.81*
5	Communication	.09	.00	.02	2.24

*$p < .05$.

**$p < .01$.

Table O-30

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Cumulative Scores (Global)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.10	.10	.30	13.06**
2	Communication	.10	.00	.09	6.78**
3	Participation	.10	.00	-.04	4.59**
4	Resolution	.10	.00	-.03	3.45**
5	Involvement	.10	.00	-.02	2.74*

*$p < .05$.

**$p < .01$.

Table O-31

Correlations Between School-Community Relations and Different Measures of Student Achievement (Global)

Rural School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
-.13	-.10	-.12	-.11	.09	-.06	-.14
(.152)	(.225)	(.170)	(.205)	(.253)	(.326)	(.132)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table O-32

Correlations Between School-Community Relations and Different Measures of Student Achievement (Global)

Suburban School ($\underline{N}$ = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.04	.02	.01	.03	.09	.00	-.05
(.367)	(.438)	(.466)	(.394)	(.244)	(.486)	(.347)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table O-33

Correlations Between School-Community Relations and Different

Measures of Student Achievement (Global)

Rural and Suburban Schools (N = 124)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.03	.01	.10	.07	.32	.25	.15
(.356)	(.450)	(.140)	(.221)	(.001)	(.003)	(.054)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table O-34

Multiple Step-Wise Regression Analysis

Dependent Variable - Legitimacy (Global)

Rural School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.10	.10	.30	6.99*
2	Resolution	.13	.03	.14	4.47*
3	Participation	.15	.02	-.18	3.30*
4	Involvement	.17	.02	.15	2.83*
5	Access	.18	.01	.12	2.42*

$^{*}p < .05.$

$^{**}p < .01.$

Table O-35

Multiple Step-Wise Regression Analysis

Dependent Variable - Legitimacy (Global)

Suburban School (N = 62)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.05	.05	.19	3.30
2	Involvement	.09	.04	.17	3.02
3	Resolution	.11	.02	.13	2.35
4	Access	.12	.01	-.11	1.90
5	Participation	.13	.01	.11	1.63

*$p < .05$

**$p < .01$.

Table O-36

Multiple Step-Wise Regression Analysis

Dependent Variable - Legitimacy (Global)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.23	.23	.36	37.23**
2	Involvement	.28	.05	.18	23.45**
3	Resolution	.29	.01	.15	16.73**
4	Participation	.30	.01	-.05	12.58**
5	Access	.30	.00	.05	10.05**

*p < .05.

**p < .01.

Table 0-37

Correlations Between Legitimacy and School-Community Relations

(Global)

Rural School	Suburban School	Rural and Suburban Schools
.48 (.001)	.43 (.001)	.59 (.001)
N = 62	N = 62	N = 124

Note. The top number in each column represents the Pearson correlation. The numbers in parentheses represent the level of significance for the correlations.

Table O-38

Correlations Between Legitimacy and Different Measures of Student Achievement (Global)

Rural School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.05	.12	.14	.13	.21	.06	.04
(.342)	(.174)	(.132)	(.156)	(.051)	(.321)	(.391)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table O-39

Correlations Between Legitimacy and Different

Measures of Student Achievement (Global)

Suburban School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
-.02	-.02	-.05	-.03	.06	.09	.02
(.426)	(.426)	(.352)	(.395)	(.312)	(.246)	(.434)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table O-40

Correlations Between Legitimacy and Different Measures of Student Achievement (Global)

Rural and Suburban Schools (N = 124)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.10	.11	.18	.15	.33	.27	.21
(.146)	(.119)	(.021)	(.048)	(.001)	(.001)	(.010)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table O-41

Multiple Step-Wise Regression Analysis

Dependent Variable - Support (Global)

Rural School ($N = 62$)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Involvement	.11	.11	.35	7.58**
2	Communication	.17	.06	.25	6.03**
3	Participation	.17	.00	-.05	4.01*
4	Resolution	.17	.00	.02	2.96*
5	Access	F-Level Insufficient for Computation			

*$p < .05$.

**$p < .01$.

Table O-42

Multiple Step-Wise Regression Analysis

Dependent Variable - Support (Global)

Suburban School ($N = 62$)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.09	.09	.17	5.87*
2	Communication	.14	.05	.20	4.66*
3	Access	.17	.03	.20	4.06*
4	Participation	.18	.01	.10	3.15*
5	Involvement	.18	.00	-.02	2.48*

*$p < .05$.

**$p < .01$.

Table O-43

Multiple Step-Wise Regression Analysis

Dependent Variable - Support (Global)

Rural and Suburban Schools (N = 124)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.23	.23	.31	36.00**
2	Involvement	.29	.06	.19	24.69**
3	Resolution	.31	.02	.14	18.17**
4	Access	.32	.01	.10	14.01**
5	Participation	.32	.00	.03	11.14**

*$p < .05$.

**$p < .01$.

Table 0-44

Correlations Between Support and School-Community Relations

(Global)

Rural School	Suburban School	Rural and Suburban Schools
.25 (.027)	.22 (.040)	.44 (.001)
N = 62	N = 62	N = 124

Note. The top number in each column represents the Pearson correlation. The numbers in parentheses represent the level of significance for the correlations.

Table O-45

Correlations Between Support and Different Measures of Student Achievement (Global)

Rural School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.07	.12	.14	.15	.19	.05	-.09
(.282)	(.171)	(.143)	(.123)	(.068)	(.349)	(.252)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table O-46

Correlations Between Support and Different Measures of Student Achievement (Global)

Suburban School (N = 62)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.10	.12	.05	.09	-.14	.04	.18
(.214)	(.184)	(.340)	(.253)	(.134)	(.392)	(.079)

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Table O-47

Correlations Between Support and Different Measures of Student Achievement (Global) Rural and Suburban Schools ($\underline{N} = 124$)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.15	.15	.21	.20	.26	.27	.23
(.045)	(.047)	(.008)	(.014)	(.002)	(.001)	(.006)

Note. The top number in each column represents the Pearson correlation. The numbers in parentheses represent the level of significance for the correlations.

Table 0-48

Correlations Between Legitimacy and Support

(Global)

Rural School	Suburban School	Rural and Suburban Schools
.30 (.010)	.11 (.198)	.38 (.001)
N = 62	N = 62	N = 124

Note. The top number in each column represents the Pearson correlation.

The numbers in parentheses represent the level of significance for the correlations.

Appendix P

Resolution Tables

Table P-1

Median Scores for Selected Variables

Variable	Rural School N = 62	Suburban School N = 62	Rural and Suburban Schools N = 124
Access	4.227	4.854	4.614
Support	3.500	4.318	3.883
Legitimacy	3.850	4.294	4.054
School-Community Relations	3.789	4.561	4.115
ITBS Cumulative Score	41.500	48.250	46.278
Reading Grade	2.800	3.614	3.283

Note. Personal scores were used for the variables of access, support, legitimacy, and school-community relations.

Table P-2

Percentage of High and Low Ratings Resolution as a Critical Incident

Variable	Rural School N = 35 High/Low	Suburban School N = 46 High/Low	Rural and Suburban Schools N = 81 High/Low
Access	40/60	80/20	63/37
Support	49/51	46/54	47/53
Legitimacy	77/23	44/56	58/42
School-Community Relations	71/29	61/39	65/35
ITBS Cumulative Score	51/49	54/46	53/47
Reading Grade	63/37	63/37	63/37
Satisfaction	69/31	87/13	79/21
Level of Issue	69/31	67/33	68/32

Note. For satisfaction, the high rating represents satisfaction and the low rating represents dissatisfaction.

For level of issue, the high rating represents micro-level issues and the low rating represents macro-level issues.

Appendix Q

T-Test Data

Differences Between Schools

Table Q-1

T-Test

Differences Between Means

Rural and Suburban Schools

Variable	Rural School		Suburban School		T Value
	Mean	Stand. Dev.	Mean	Stand. Dev.	
Communication	3.6	0.95	4.7	0.52	8.33**
Involvement	2.6	1.17	3.0	1.06	2.02*
Participation	3.2	1.21	3.4	1.22	0.81
Resolution	3.4	0.98	4.2	0.79	5.03**
Access	4.2	0.75	4.8	0.42	5.17**
School-Community Relations	3.7	0.70	4.5	0.57	7.22**
Support	3.3	1.04	4.1	0.99	4.33**
Legitimacy	3.7	0.72	4.3	0.64	4.60**
ITBS-Reading	45.4	15.17	49.7	10.70	1.83
ITBS-Mathematics	41.3	12.78	47.9	9.98	3.18**
ITBS-Language	47.0	15.82	49.8	11.09	1.15
ITBS-Cumulative	43.9	13.70	48.9	10.40	2.28*
Grade-Reading	2.8	0.90	3.5	0.53	5.48**
Grade-Mathematics	2.8	0.90	3.5	0.62	4.89**
Grade-Language	3.0	0.82	3.7	0.47	6.21**
Satisfaction (Critical Incident)	1.3	0.47	1.1	0.34	2.04*
Level of Issue (Critical Incident)	1.3	0.47	1.3	0.47	0.11

*$p < .05$.

**$p < .01$.

Table Q-2

T-Test

Differences Between Means

Rural and City Schools

Variable	Rural School		City School		T Value
	Mean	Stand. Dev.	Mean	Stand. Dev.	
Communication	3.6	0.95	4.1	0.97	2.81**
Involvement	2.6	1.17	3.5	1.11	4.21**
Participation	3.2	1.21	3.3	0.87	0.55
Resolution	3.4	0.98	3.4	0.70	0.08
Access	4.2	0.75	4.4	0.79	1.21
School-Community Relations	3.7	0.70	4.1	0.93	2.95**
ITBS-Reading	45.4	15.17	19.4	7.15	12.36**
ITBS-Mathematics	41.3	12.78	9.8	4.05	18.76**
ITBS-Language	47.0	15.82	12.4	5.23	16.58**
ITBS-Cumulative	43.9	13.70	13.9	4.53	16.60**
Grade-Reading	2.8	0.90	2.3	0.95	3.29**
Grade-Mathematics	2.8	0.90	2.5	1.01	1.71
Grade-Language	3.0	0.82	2.8	1.06	0.92

*$p < .05$.

**$p < .01$.

Table Q-3

T-Test

Differences Between Means

Suburban and City Schools

Variable	Suburban School		City School		T Value
	Mean	Stand. Dev.	Mean	Stand. Dev.	
Communication	4.7	0.52	4.1	0.97	4.75**
Involvement	3.0	1.06	3.5	1.11	2.83**
Participation	3.4	1.22	3.3	0.87	0.39
Resolution	4.2	0.79	3.4	0.70	6.14**
Access	4.8	0.42	4.4	0.79	3.53**
School-Community Relations	4.5	0.57	4.1	0.93	2.84**
ITBS-Reading	49.7	10.70	19.4	7.15	18.74**
ITBS-Mathematics	47.9	9.98	9.8	4.05	28.19**
ITBS-Language	49.8	11.09	12.4	5.23	24.35**
ITBS-Cumulative	48.9	10.40	13.9	4.53	24.60**
Grade-Reading	3.5	0.53	2.3	0.95	9.19**
Grade-Mathematics	3.5	0.62	2.5	1.01	6.47**
Grade-Language	3.7	0.47	2.8	1.06	6.13**

*$p < .05$.

**$p < .01$.

Appendix R

Aggregated Data for Schools Combined

Table R-1

Correlations Among the Variables and School-Community Relations (Personal) Rural, Suburban, and City Schools (N = 188)

Variables	Involvement	Participation	Resolution	Access	School-Community Relations
Communication	.39 (.001)	.28 (.001)	.35 (.001)	.40 (.001)	.70 (.001)
Involvement		.29 (.001)	.21 (.002)	.24 (.001)	.44 (.001)
Participation			.31 (.001)	.27 (.001)	.30 (.001)
Resolution				.42 (.001)	.45 (.001)
Access					.44 (.001)

Note. The top number in each column represents the Pearson correlations.

The numbers in parentheses represent the level of significance for the correlations.

Table R-2

Multiple Step-Wise Regression Analysis

Dependent Variable - Access (Personal)

Rural, Suburban, and City Schools (N = 188)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.17	.17	.29	38.88**
2	Communication	.25	.08	.25	30.08**
3	Participation	.25	.00	.09	20.96**
4	Involvement	.26	.01	.05	15.83**

*$p < .05$.

**$p < .01$.

Table R-3

Multiple Step-Wise Regression Analysis

Dependent Variable - School-Community Relations (Personal)

Rural, Suburban, and City Schools (N = 188)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.48	.48	.51	174.66**
2	Resolution	.54	.06	.19	106.56**
3	Involvement	.56	.02	.18	79.51**
4	Access	.57	.01	.11	61.81**
5	Participation	.57	.00	.01	49.20**

*$p < .05$.

**$p < .01$.

Table R-4

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Reading Scores (Personal)

Rural, Suburban, and City Schools (N = 188)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.04	.04	.15	6.77*
2	Involvement	.05	.01	-.18	5.26**
3	Access	.07	.02	.13	4.59**
4	Communication	.07	.00	.07	3.60**
5	Participation	.07	.00	-.02	2.87*

*$p < .05$.

**$p < .01$.

Table R-5

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Mathematics Scores (Personal)

Rural, Suburban, and City Schools (_N_ = 188)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.06	.06	.23	12.34**
2	Involvement	.12	.06	-.29	12.58**
3	Access	.14	.02	.12	9.77**
4	Communication	.15	.01	.12	7.89**
5	Participation	.15	.00	-.03	6.31**

*$p < .05$.

**$p < .01$.

Table R-6

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Language Scores (Personal)

Rural, Suburban, and City Schools (N = 188)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.03	.03	.16	6.31*
2	Involvement	.07	.04	-.23	6.83**
3	Access	.09	.02	.13	5.82**
4	Communication	.09	.00	.08	4.56**
5	Participation	.09	.00	-.04	3.67**

*$p < .05$.

**$p < .01$.

Table R-7

Multiple Step-Wise Regression Analysis

Dependent Variable - ITBS Cumulative Scores (Personal)

Rural, Suburban, and City Schools (*N* = 188)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.04	.04	.18	8.23**
2	Involvement	.08	.04	-.25	8.12**
3	Access	.10	.02	.14	6.84**
4	Communication	.11	.01	.10	5.47**
5	Participation	.11	.00	-.03	4.38**

*$p < .05$.

**$p < .01$.

Table R-8

Multiple Step-Wise Regression Analysis

Dependent Variable - Reading Grades (Personal)

Rural, Suburban, and City Schools ($\underline{N}$ = 188)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Resolution	.07	.07	.23	13.79**
2	Communication	.09	.02	.21	9.06**
3	Involvement	.11	.02	-.15	7.73**
4	Participation	.12	.01	-.09	6.09**
5	Access	.12	.00	.05	4.93**

*$\underline{p}$ < .05.

**$\underline{p}$ < .01.

Table R-9

Multiple Step-Wise Regression Analysis

Dependent Variable - Mathematics Grades (Personal)

Rural, Suburban, and City Schools (*N* = 188)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Access	.04	.04	.14	8.64**
2	Communication	.06	.02	.18	6.18**
3	Involvement	.07	.01	-.12	4.97**
4	Resolution	.08	.01	.09	3.97**
5	Participation	.08	.00	-.03	3.19**

*$p < .05$.

**$p < .01$.

Table R-10

Multiple Step-Wise Regression Analysis

Dependent Variable - Language Grades (Personal)

Rural, Suburban, and City Schools (N = 188)

Step Number	Independent Variable	R Square	R Square Change	Beta	F-Test
1	Communication	.07	.07	.19	13.13**
2	Resolution	.09	.02	.14	9.61**
3	Access	.10	.01	.11	7.00**
4	Involvement	.11	.01	-.09	5.53**
5	Participation	.11	.00	.03	4.44**

*$p < .05$.

**$p < .01$.

Table R-11

Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal) Rural, Suburban, and City Schools (N = 188)

ITBS Reading	ITBS Language	ITBS Mathematics	ITBS Cumulative	Grade Reading	Grade Language	Grade Mathematics
.04	.04	.07	.06	.23	.28	.14
(.279)	(.274)	(.162)	(.212)	(.001)	(.001)	(.029)

Note. The top number in each column represents the Pearson correlation

The numbers in parentheses represent the level of significance for the correlations.

Center Planning and Policy Committee

Richard A. Rossmiller
Wayne Otto
Center Co-Directors

Dale D. Johnson
Area Chairperson
Studies in Language:
Reading and Communication

Marvin J. Fruth
Area Chairperson
Studies in Implementation
of Individualized Schooling

Penelope L. Peterson
Area Chairperson
Studies of Instructional Programming
for the Individual Student

James M. Lipham
Area Chairperson
Studies of Administration and
Organization for Instruction

Thomas A. Romberg
Area Chairperson
Studies in Mathematics and Evaluation
of Practices in Individualized Schooling

Associated Faculty

Vernon L. Allen
Professor
Psychology

B. Dean Bowles
Professor
Educational Administration

Thomas P. Carpenter
Associate Professor
Curriculum and Instruction

W. Patrick Dickson
Assistant Professor
Child and Family Studies

Lloyd E. Frohreich
Associate Professor
Educational Administration

Marvin J. Fruth
Professor
Educational Administration

Dale D. Johnson
Professor
Curriculum and Instruction

Herbert J. Klausmeier
V.A.C. Henmon Professor
Educational Psychology

Joel R. Levin
Professor
Educational Psychology

James M. Lipham
Professor
Educational Administration

Dominic W. Massaro
Professor
Psychology

Donald M. McIsaac
Professor
Educational Administration

Wayne Otto
Professor
Curriculum and Instruction

Penelope L. Peterson
Assistant Professor
Educational Psychology

Thomas S. Popkewitz
Professor
Curriculum and Instruction

Gary G. Price
Assistant Professor
Curriculum and Instruction

W. Charles Read
Professor
English and Linguistics

Thomas A. Romberg
Professor
Curriculum and Instruction

Richard A. Rossmiller
Professor
Educational Administration

Peter A. Schreiber
Associate Professor
English and Linguistics

B. Robert Tabachnick
Professor
Curriculum and Instruction

Gary G. Wehlage
Professor
Curriculum and Instruction

Louise Cherry Wilkinson
Associate Professor
Educational Psychology

Steven R. Yussen
Professor
Educational Psychology

11/79